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ABSTRACT

The guide book has been prepared to assist teachers with career orientation for grades seven, eight, and nine. There are two parts to each unit in the guidebook: (1) the teacher section consists of teacher objectives, suggested teaching activities, factors to consider, and references: (2) the student section consists of student behavioral objectives, a pretest, general information, and review questions. Units covered include: self-understanding for success in the world of work; general study of occupational clusters and exploring selected occupations; making a long range training plan; procedure for seeking, getting, and keeping a job; and a career and society. Suggested guidelines for speakers, a student personal data form, an outline for notetaking, a guide for occupational information, and an evaluation of teacher-pupil class activity are appended. (Author/KB)

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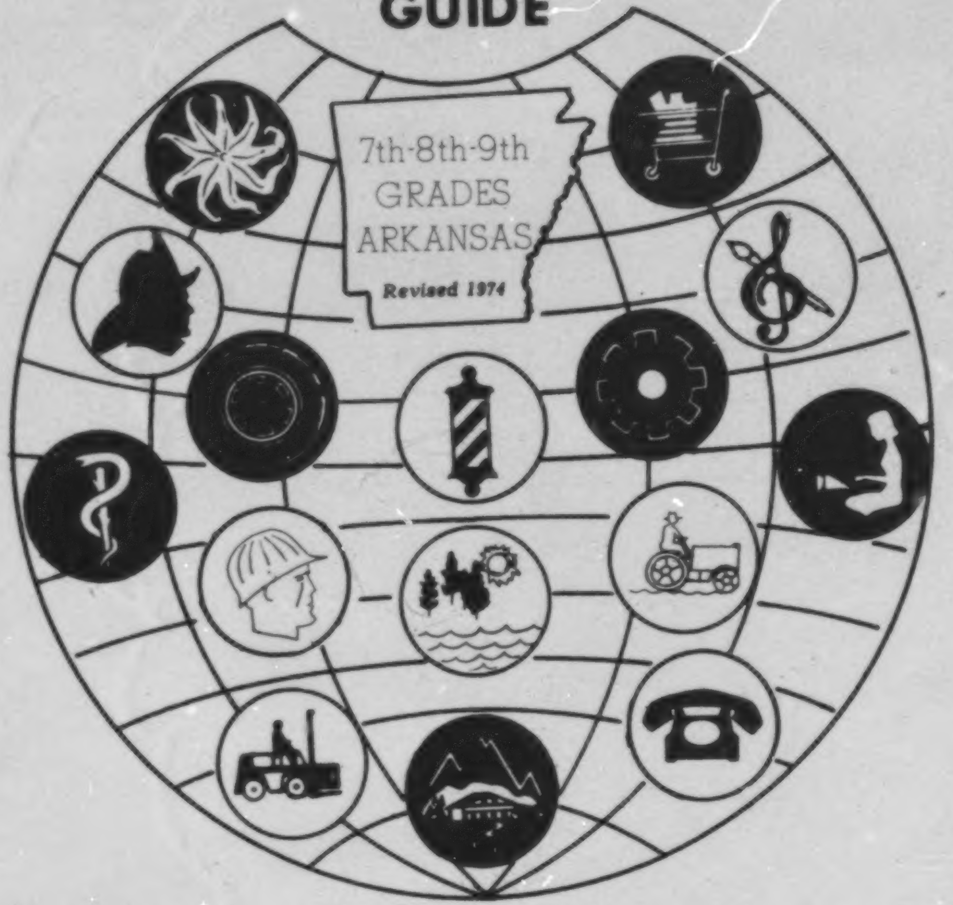
CAREER ORIENTATION GUIDE



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STATE DEPARTMENT OF EDUCATION
Division of Vocational, Technical
and Adult Education
LITTLE ROCK, ARKANSAS 72201

SEPTEMBER 1974

ARKANSAS GUIDEBOOK

FOR

CAREER ORIENTATION

Partially Funded Under EPDA
Part F, Section 553

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL
and ADULT EDUCATION
LITTLE ROCK, ARKANSAS 72201

FOREWORD

In recent years realization of the importance of providing individuals with an early introduction to the world of work has resulted in an increased interest in planning and implementing programs variously described as "vocational orientation", "vocational guidance", "occupational information" and "careers". Research supports the notion that systematic career development must begin, preferably at the elementary school level. This early beginning is essential in providing youth with a realistic understanding of self in relation to both the educational process and successful integration into the world of work. This point of view is in keeping with the expression by the National Advisory Council on Vocational Education that occupational orientation and preparation should begin at the elementary level and provide students with realistic insights into the world of work. This basic philosophy has been carried through to fruition in the provisions and interpretations of the Vocational Education Amendments of 1968 and the guidelines set forth in the State Plan by the State Board for Vocational Education in Arkansas.

Career development should be appropriately conceived as a pyramid offering a broad base of exploratory experiences at the elementary and junior high school levels and gradually narrowing to a decision point as the student acquires appropriate preparation for the next step beyond high school. Such a career development theme could serve as a common thread to unify the educational effort on all levels. Specifically designed and articulated activities can provide the student with a realistic understanding of self which can be translated to an intermediate goal of educational vocational choice and to the ultimate goal of vocational maturity.

This guide book has been prepared to assist teachers with career orientation for grades seven, eight, and nine. The key concepts of such a program represent both investment and involvement. An effective career orientation program cannot be "hung" on to an existing seventh, eighth, or ninth grade curriculum. The curriculum will require some adjustment and revision to accept career orientation as an integral and central part of that curriculum. It is not reasonable to effectively implement the concept of career orientation and continue to do all the things currently done in these grades. Some adjustment must be made in the curriculum to accommodate a meaningful program of instruction.

Concern for career education for students in the elementary, junior high, and high schools in Arkansas motivated those who contributed to the development of this guidebook. Such education can assist youth to become more aware of their occupational potential and of the opportunities that are open for developing this potential. Classroom activities, and experiences outside the classroom, must become relevant to the needs of youth of today. The classroom centered activities and instruction becomes relevant when students understand and accept the relationships between classroom and future occupational needs.

It is hoped that teachers of career orientation will use this guidebook as a basis for the selection of subject matter and learning experiences and that copies of To the Student will be available to each student. This guidebook is a source that may be of benefit to the teacher in preparing lesson plans, defining behavioral objectives, and as a guide to resource and reference materials.

The development of an effective program in career orientation is a dynamic and continuous process. The teacher is the key to the development of this process.

Fayetteville, Arkansas
September, 1974

Denver B. Hutson, Coordinator
Area of Vocational Education
University of Arkansas

ACKNOWLEDGMENTS

This Guidebook on Career Orientation represents the efforts of many people. Teachers representing home economics education, vocational agriculture, distributive education, business and office education, trade and industrial education, counselors, and others contributed to a Guidebook prepared in 1971 and grateful appreciation is acknowledged for their contributions which became a part of this revision.

A workshop involving vocational personnel from the Arkansas Department of Education and teacher education personnel from the University of Arkansas, Fayetteville, and Arkansas State University, Jonesboro, was held in the fall of 1972. At this workshop a committee was appointed to consider the revision of the Orientation Guide of 1971. The committee consisted of Oswald Weise, Jr., Supervisor of Career Orientation, Department of Education; Dr. John A. Rolloff, Associate Professor of Vocational Education, University of Arkansas; Dr. A. B. Rougeau, Professor of Vocational Education, Arkansas State University; Bernard O'Dwyer, Instructor of Industrial Education, State College of Arkansas, Conway; Jim Paul Franks, Guidance Services, Department of Education; Jim Dasher, Specialist, Exemplary Programs, Department of Education; and Glenna Newman, Counselor and Coordinator of Elementary Career Education, Oak Grove School, Pulaski County School District, Little Rock, Arkansas. The committee proposed a workshop for the summer of 1973 which would try out practices and procedures as a basis for developing this revision of the 1971 Guidebook.

Those who participated in the 1973 workshop included the following: Jerry Bazarou, Marianna; Patricia Beaudry, Jacksonville Junior High School; Laye Bennett, Jacksonville Junior High School; Raymon Bivens, student, State College of Arkansas; Jessie Boast, Pine Bluff School District; Wendell Boast, McClellan High School; Marcus Burris, Sheridan Junior High School; Garland Cannon, Jacksonville High School; James R. Cantrell, Mountain Home High School; Thomas Craig, Humphrey High School; Richard Daniels, McClellan High School; Stephen Davenport, St. Joe High School; Thelma Derickson, Leslie High School; Robert Dolan, Springdale High School; Rebecca Downing, Jacksonville Junior High School; Ruby Eason, Marianna; Mildred Evans, Dial Junior High School, Pine Bluff; Clive Foy, Pulaski County School District; Irene Gillespie, Marianna; Geneva Givens, Carthage High School; Carl Grummer, McClellan High School; Claude Hall, Futrall Junior High School, Marianna; Mary Ann Halsey, Oak Grove High School; Carolyn Harper, Joe T. Robinson High School, Little Rock; Baylor House, student, State College of Arkansas; Lynn King, Searcy Junior High School; Joann Larry, Lonoke High School; Charlotte Lefler, Stuttgart Junior High School; Sharon Lynch, Jacksonville High School; Clinniss McCall, Pleasant Plains; Morline McCoy, Futrall Junior High School, Marianna; Eddie Nolen, Blytheville; Jack Pennington, Maynard High School; Phillip Reade, Leslie; Vonn Reed, Gravette High School; Joy Rogers, Pulaski County Special School District; Shirley Rosencratz, Stuttgart; Barbara Scroggins, Mulberry High School; Lerlean Simpson, Ashdown High School;

Elizabeth Smith, Clover Bend High School, Hoxie; Jackie Smith, State College of Arkansas; Robert Stevens, McClellan High School; Bill Taylor, East Junior High School, Blytheville; Robert Toney, Magazine High School; Walter Upton, Enola School District; Charles Washington, Pulaski Special School District; William Whitemore, Cotton Plant High School; Gloria Wiggins, Forest Heights Junior High School; Little Rock; Lela Wilson, Pulaski County Special School District; and Rhonda Woodruff, Rogers Junior High School.

From the 1973 workshop participants, four teachers were selected to develop the material of the 15 Clusters in Chapter II. These were Mrs. Carolyn Harper, Joe T. Robinson, and Mrs. Mary Halsy, Oak Grove, both from Pulaski County Special School District; Mrs. Rhonda Woodruff, Rogers; and Lynn R. King, Searcy.

It is hoped that teachers in Career Orientation will find this revision helpful in planning and carrying out their instruction.

Little Rock, Arkansas
September, 1974

Oswald Weise, Jr., Supervisor
Career Orientation
Arkansas Department of Education

HOW TO USE THE GUIDEBOOK

There are two parts to each unit in the guidebook: (1) the teacher section consists of teacher objectives, suggested teaching activities, factors to consider, and references; (2) the student section consists of student behavioral objectives, a pretest, the general information, and review questions.

In order to most effectively use the guidebook the following is suggested:

TO THE TEACHER

1. First, reproduce sufficient copies of the student section and each page of the Appendix so that each student in the class will have a copy.

2. The transparency master between the teacher and student section may be used in one of two ways: (1) Reproduce copies -- one for each student -- and include it with the student section. Place an additional copy on the bulletin board during the time the unit is being taught. (2) If the transparency master cannot be reproduced for the students, place the guidebook copy on the bulletin board or use it on an overhead projector.

3. Take one complete copy of the guidebook and place it in a loose leaf notebook for reference.

4. Make available the minimum instructional material listed in the "Minimum Standards for Career Orientation," Department of Education, Little Rock, Arkansas.

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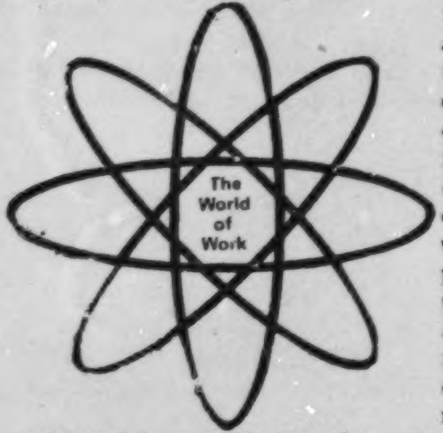
INTRODUCTION TO CAREER ORIENTATION

PURPOSE: Students should be able to see the structure and relationship of occupations such as the various clusters of jobs that constitute a given industry. Also, they should be able to see the interdependence of one industry with another, and one worker with another. In light of the occupational structure and function, they should have an opportunity to see the need for developing qualities needed to participate successfully in the world of work in our society. Teachers need to seek various ways (mock-ups, drawings, models) to convey to students the world of work concept. The school setting provides many job clusters that could be used to constitute an occupational structure and show interdependency. The local community occupational structure should be outlined and related to the county, state and national structure. Students should be motivated by realizing that the more they understand the occupational structure, the better chance they will have in fitting themselves into it. They will have only a short time to develop themselves to fit successfully into the world of work; otherwise, they will bobble about like a floating cork.



TEACHER SECTION

A. Teacher Objectives:

1. To instill in the students an understanding of career orientation to the world of work that would encourage the self-concept that all should be productive members of society.
2. To provide students with an understanding of the wide realm of the world of work.
3. To give students an insight of what effect a job or career selection will play in their lives, and why they should start at the junior high school level.
4. To provide actual or simulated experiences related to the world of work to increase awareness of career planning.

B. Suggested Teaching Activities:

1. Ask students to develop a chart of the occupations represented in the school and in the community.
2. Discuss the fact that all jobs have importance.
3. Discuss the many different occupations involved in getting a container of milk in the refrigerator (referred to as the people pyramid).

4. Determine which occupations are newly established in the local community and which ones have been abandoned. Discuss the reasons for these changes.
5. Select students from the class to give talks on either the occupation of their mother or their father.
6. Invite a junior or senior high school student, who has taken career orientation, to speak to the class on the value of career orientation.

C. Factors to Consider:

1. What is the world of work?
   - a. A segment of our society:
     - (1) Means of earning a living.
     - (2) Work once was considered production through physical effort.
     - (3) In place of work we have substituted jobs or positions.
   - b. The world of work includes:
     - (1) Tremendous variety of jobs.
     - (2) New emerging jobs.
     - (3) Constantly changing demands.
       - (a) Some expanding
       - (b) Some declining
   - c. Relationship of work to man:
     - (1) Work means different things to different people.
     - (2) Most people work for a living.
     - (3) Man's occupation in society is his single most significant status conferring role.
     - (4) Work provides an expression of pride and dignity.
     - (5) Through work man can exhibit skill, ability, and creativity.
   - d. Work ethics:
     - (1) Work is considered favorably by most people.
     - (2) Willingness to work for the conveniences we desire.
     - (3) Man's obligation to work (not to be a free loader).
     - (4) Work is a facet of man and when this facet is void, man is robbed of a privilege.
     - (5) It is actually a privilege to work at a job of one's choice.
     - (6) Work is a service you provide for a charge.
     - (7) Do not shortchange the employer through loafing, dishonesty, unreliability or lack of promptness.
   - e. Occupational prestige:
     - (1) Some occupations hold a high prestige.
       - (a) Students should be made aware that some positions which have status, pay less than some jobs of lower status.
       - (b) Explain that many service and blue collar positions pay a very good income and make a great contribution to our way of life.
     - (2) A large portion of one's life will be spent in some type of occupational endeavor.
       - (a) People should work in areas which are of interest and will bring the greatest satisfaction to them.
       - (b) Interest and ability are more important than a job of high prestige which is not interesting.
       - (c) Students must realize that most of them, after completing school, will have a potential of 40-50 years of productive life.

(d) Instill in students that working at something enjoyable makes life interesting and the satisfaction in one's job not only brings happiness there but will carry over into one's personal life.

2. Economies of the world:
   a. Free enterprise
   b. Communism
   c. Socialism
   d. Fascism
3. Business types:
   a. Single proprietorship
   b. Partnership
   c. Cooperatives
   d. Corporations
4. Worker classifications:
   a. White collar
   b. Blue collar
   c. Service
   d. Farm
   e. Manual

D. References

1. Manpower and Economic Education, Robert L. Darcy and Phillip E. Powell, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York, 10036.

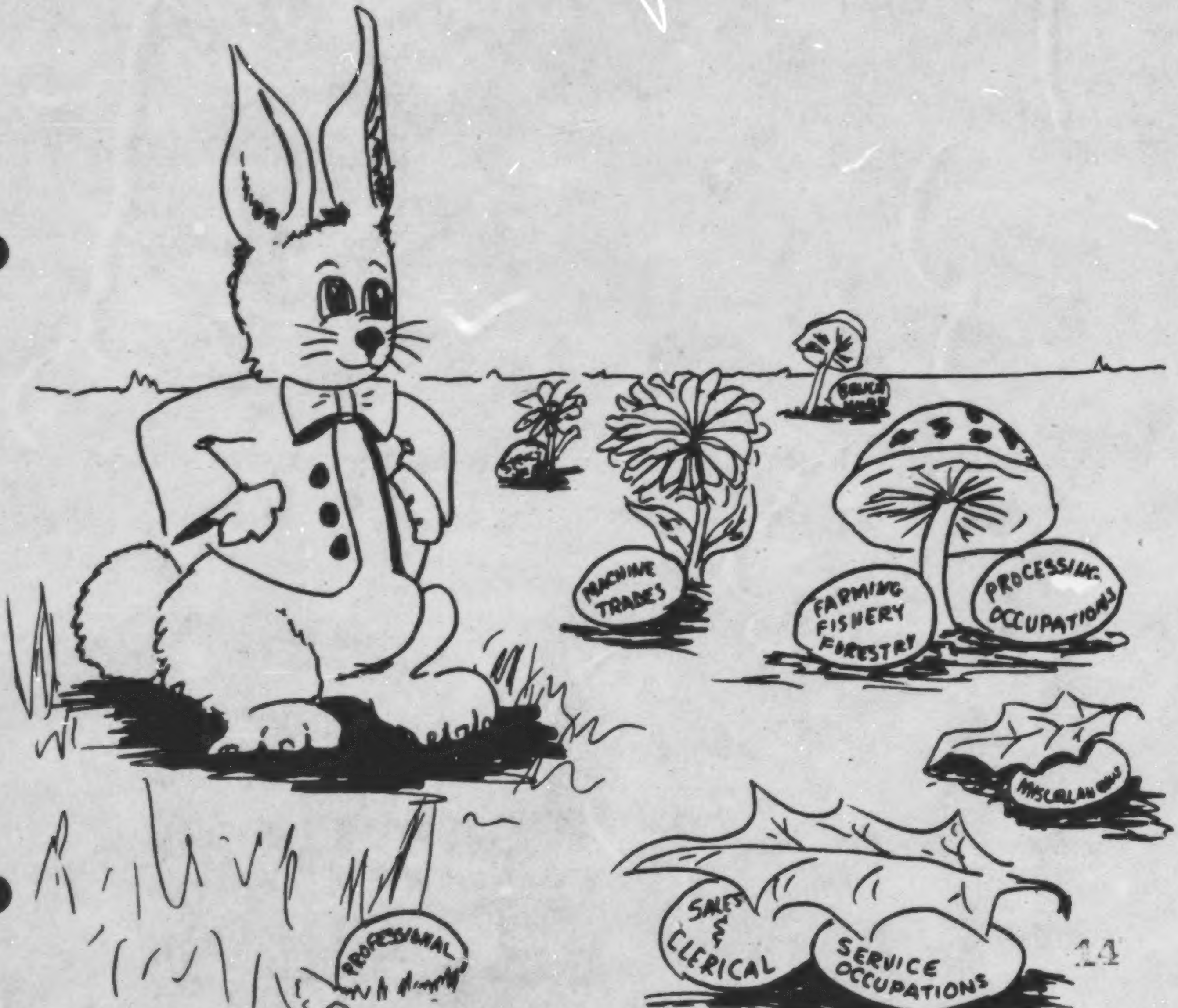
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20204.

3. Dictionary of Occupational Titles, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20204.

4. *Films:* "What Is a Corporation?" and "Defining Democracy," available through the State Department of Education Film Library, Little Rock, Arkansas 72201.

STUDYING

OCCUPATIONS


MACHINE TRADES
FARMING FISHERY FORESTRY
PROCESSING OCCUPATIONS
MISCELLANEOUS
SALES & CLERICAL
SERVICE OCCUPATIONS
PROFESSIONAL

INTRODUCTION TO CAREER ORIENTATION

STUDENT SECTION

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to -

1. List 7 of the 10 areas of work as listed in the unit.
2. Participate actively in a class discussion on the meaning of work to the satisfaction of the instructor.
3. Accurately write a definition for the terms *work, job, career,* and *occupation* as judged by the instructor.
4. Write, to the satisfaction of the instructor, a 75-word essay on why jobs are constantly changing.
5. Correctly sort with 80% accuracy, a list of 10 occupations into blue collar and white collar categories.
6. Correctly respond on a written teacher-made test to at least 80% of the questions concerning the material covered in this unit.

B. Pretest

Directions: Place in the ( ) before each item that is true a "T", and before each item that is false put an "F".

( ) 1. The world of work includes all jobs and activities that relate to them in which people are employed.
( ) 2. A student will gain very little in career orientation if he thinks he already knows what he wants to be.
( ) 3. Work is only done by someone who uses a tool or machine.
( ) 4. A person may work harder to buy a boat than to buy clothes and food.
( ) 5. One who will not work is looked down upon as a lazy person by those who do work.
( ) 6. If there are 30,000 or more jobs to choose from in the world of work, there is little need to study about which job to choose.
( ) 7. The major satisfaction to gain from work is the amount of money it pays.
( ) 8. Avocation means job interest.
( ) 9. Unless a worker works in an office, his job is not considered important.
( ) 10. A college education is the only way to obtain a good job.
( ) 11. The trouble with choosing a career early in life is you can't change from it.
( ) 12. It is just as important to learn the jobs you don't like as it is to learn those you do like.
( ) 13. Technology and new discoveries may cause certain jobs to no longer exist, but new jobs may appear.
( ) 14. A job will determine to a great extent where you will live.
( ) 15. You will spend more time of your life on a job than anywhere else, therefore it's one of the most important decisions you will ever make.

Key to Pretest

True: 1, 4, 5, 12, 13, 14, 15

False: 2, 3, 6, 7, 8, 9, 10, 11

C. General Information:

During man's time span on earth, there have been many different notions about the nature of work and its importance. Work to mankind can be many things: a necessary evil, a way of making a living, a method of expressing oneself. To understand the functions that work can serve, we must comprehend the meaning of the following terms:

World of work: - Includes all of the jobs and the activities that relate to them in which people are employed. All employees or workers meet a need for themselves as well as a need for someone else. Therefore, everyone who works helps meet the needs of each other and this constitutes the world of work.

Work: - An activity in which one exerts strength or effort to do or perform something (the effort may be physical and/or mental).

Job: - A position in a particular plant or place of work that has a defined set of requirements or routine.

Career orientation: - A process in which students study themselves in relationship to careers by obtaining information from printed materials, visual materials, including field trips, audio materials, including speakers, and "hands on" activities with machines, equipment, tools, materials and work processes common to occupational clusters to help them find a tentative career choice.

Career: - A career is a great deal different from a job. It implies a life's work in a broad area of interest in which one has received some training. Within any one career field there may be many individual choices (jobs). As an example, a teacher may advance to principal, then to superintendent, and her career would be education.

Occupations: - A group of similar work activities found in more than one place of employment. An occupation requires certain skills.

Labor: - Labor is much like the word work, but labor implies that goods and services are provided for the economy.

Avocation: - Refers to hobby interest or recreational activity.

All jobs are important. The food that is eaten, the clothes that are worn, the homes that are built are all provided by many different people working at many different activities. Who could determine the most important level in the process of producing a loaf of bread? Would it be the farmer who grows the wheat, the trucker who takes it to the mill, the miller who grinds it into flour, the baker who makes the flour into bread, or the salesman who sells the bread to the consumer?

Our economic system is dependent upon workers choosing a job and doing it well. The world of work, which according to the Dictionary of Occupational Titles has over 30,000 different occupations, can be divided into 10 major areas of work:

- Farming
- Mining
- Manufacturing
- Trade - Wholesale and Retail
- Transportation and Public Utilities
- Construction
- Services
- Finance
- Government
- Armed Services

More workers are employed in manual occupations than in any other type of work. These are the people who work largely with their hands and are called blue-collar workers. The key words used to describe blue-collar workers are: *manufacture, produce, fabricate, make, build,* and *repair*. As the economy or standard of living continues to rise, the number of workers needed in the manual occupations will also increase.

White-collar workers are the second largest group of workers. These are people who work in offices, hospitals, community centers and schools. Professions such as law, medicine, accounting, the ministry, and teaching are also classified under this heading.

Not every community can offer jobs in each of the ten areas of work. A person from a small town, and sometimes from a large town, who wants a career in aeronautical engineering may have to move to another part of the United States. This then means that the work would sometimes determine the geographical area in which one must live.

An important characteristic of the world of work is the fact that there is always change. In a period of a few years, population increase and advances in technology have resulted in many changes. Technology is constantly improving the methods of production and the quality of the product. This, of course, eliminates some jobs and creates others.

There is a tremendous variety of jobs available in the United States, with new ones developing every year as a result of new discoveries and inventions. A good example is the event of atomic power bringing new jobs of scientific interest and ability. Television has opened a whole new market for writers, actors, producers, technicians, sales people, and repairmen. Air conditioning, although not a new invention, but because of a higher standard of living, has created thousands of new jobs.

New jobs require retraining of workers or else they stand to lose their jobs. Since jobs are so numerous and constantly changing, junior high school students should know about the world of work and also about themselves so they can make wise career choices, knowing also what kind of education and training is required of them. Students going to college need to know all about the occupations they will train for, and so do the students going to vocational-technical school.

D. Review:

1. Why is work called a segment of our society?
2. What do we mean by the wide world of work?

3. Why are jobs constantly changing?
4. What does work mean to you?
5. Why must one be aware of certain work ethics?
6. What is career orientation?
7. What is a career? Job? Vocation? Occupation?
8. What economic freedoms do we have that might be lost under a different economy?
9. What are the advantages and disadvantages of the different types of businesses?
10. Which type of worker would you like to be and why?
11. How do changing demands relate to emerging jobs?
12. Explain the pride and dignity of work as it relates to man.
13. Discuss ethics as they relate to your future employer.
14. Is an individual's choice of jobs worthy of respect?
15. Explain the meaning of the following: a. economy, b. society, c. manual occupations, d. technician, e. automation.

E. Post-test

The teacher will prepare a test similar to the pretest.

CHAPTER I

SELF-UNDERSTANDING FOR SUCCESS IN THE WORLD OF WORK

This chapter is designed to provide information and activities that will help students take a general look at the factors of self-development required for success in any occupation as well as those characteristics required for living successfully in our society. Students will be able to compare and contrast their good or bad self-characteristics with each other, their parents, teachers, and others. They should be made aware that these characteristics of self are developed in a manner similar to learning to perform a skill, to work math problems, to speak English, or any other self discipline. Today is the time to start improving general self-development. Self-development never ends until death. The specific factors included in this chapter will be applied to specific jobs in Chapter II. The teacher should make an effort to keep the student aware of his or her development of the disciplines studied in this chapter. Desirable or undesirable development depends on everyday practice in all endeavors. Devices such as interest inventories, attitude inventories, and observation should be used periodically to help teachers determine the progress of students toward the development of desirable characteristics.

UNIT 1. LIFE AND DECISIONMAKING

PURPOSE: The purpose of this unit is to point out one of the most important reasons for studying career orientation; to help students become more efficient in using the factors involved in making a career choice. Techniques for making career decisions will be applied to the occupations explored in Chapter II. In teaching this unit, every effort should be made to motivate the students by stressing the benefits to be gained from studying career orientation.

TEACHER SECTION:

A. Teacher Objectives:

1. To help students become aware that they must make many important decisions.
2. To help students recognize that decisions are sometimes difficult, but that problems faced squarely can usually be solved satisfactorily.
3. To provide students with information relating to their self-development process.
4. To make the students more aware of their unique characteristics.
5. To provide the students with the necessary factors involved in making a decision.
6. To provide students with information about themselves -- academic success, skill development, personality attributes -- which students can use in making a more realistic career choice.

B. Suggested Teaching Activities:

1. Ask each student to list some decisions already made about a career. While one student is telling about a decision already made, have the others analyze the reasons given and place them under one or more of the following categories: meets a need, serves someone else, required by law, etc. After the analysis, lead the class in a discussion which illustrates how available information was used in making a decision.
2. Ask a resource person to discuss how he made his career decision. Conduct the class using the procedure described in Activity 1. *(See Appendix A for preparation of speech.)*
3. Use films, filmstrips, and tapes when available.
4. Ask students to analyze the steps and information used in making a recent decision about anything they have decided.
5. Let each student select a job from the "Help Wanted" section of a newspaper and attempt to justify his decision.
6. Instruct students to fill out personal data sheets *(See Appendix B)*.

C. **Factors to Consider:**

1. Complete and accurate information is needed in order to make a decision.
2. Decisions will not please everyone.
3. Decisions may change at some later time.
4. Steps involved in the decisionmaking process vary with the method chosen. Compare with problem solving principles.
5. Decisions are made to meet needs important to the individual.
6. Once a decision is made it should be acted upon.
7. Theorists have said that students go through a fantasy phase until about age 12; an exploratory phase until about age 18; and then they make decisions which, once made, tend to change very little.

D. **References:**

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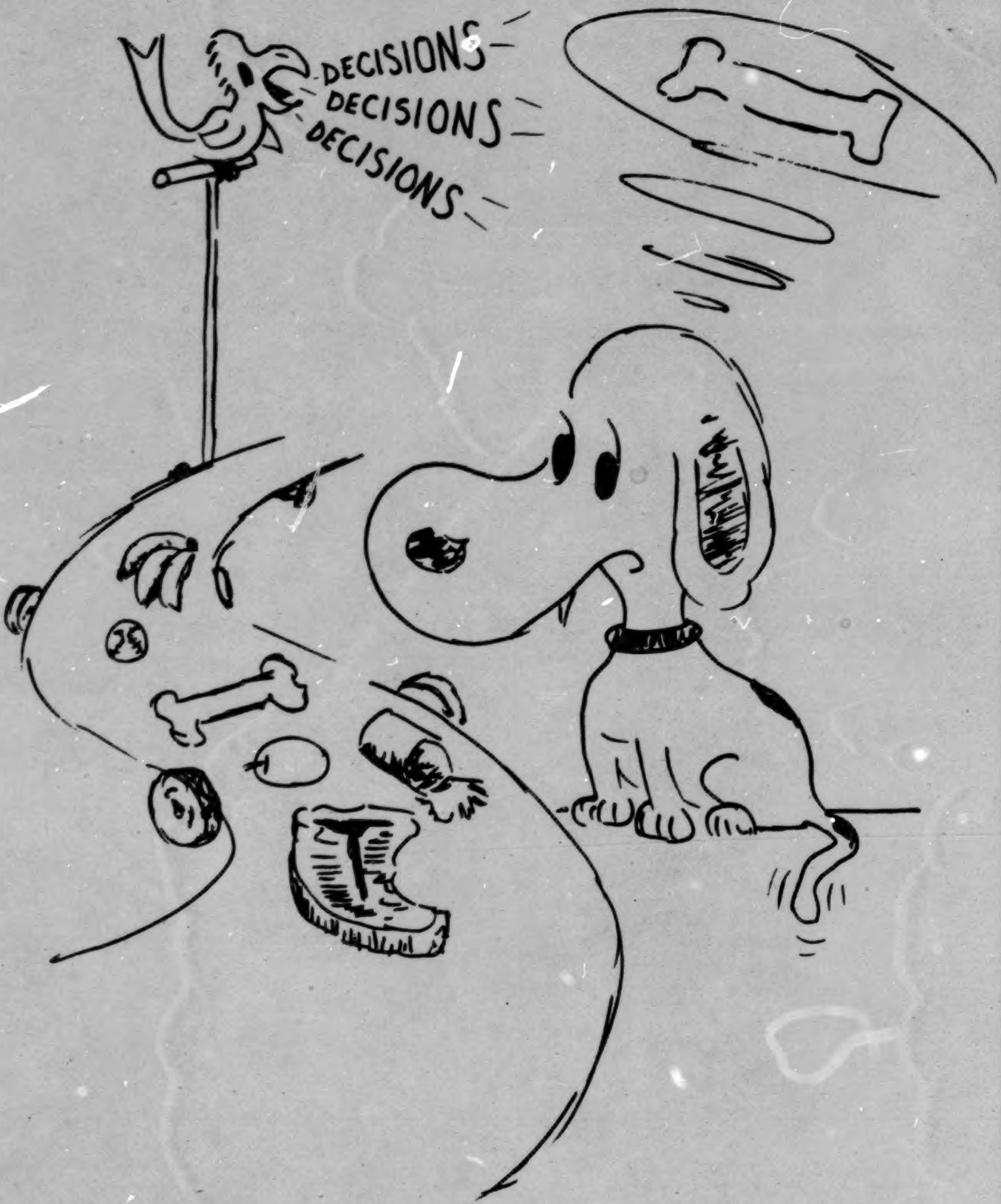
DECISIONS
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DECISIONS

CAREER ORIENTATION GUIDEBOOK

TO THE STUDENT:

The units in this guidebook are for your use as a guide to planning your future. The world of work, the jobs open to you, and the skills which you need to fill these jobs are rapidly changing. In order to be prepared to meet the challenges of the changing world you need *your plan*. Perhaps this guidebook will be of help to you in developing for your future.

For your consideration three suggestions are made:

1. First, take the student section for each unit of the Career Orientation Guidebook and place this in a looseleaf notebook. Use the materials as directed by your instructor.
2. Second, using the guidebook materials as a beginning, gather additional information from other sources and develop *your plan* for *your future*.
3. In addition to one and two above, you may wish to follow the outline for notetaking suggested in Appendix G and keep these notes in YOUR PLANBOOK.

STUDENT SECTION - UNIT 1: LIFE AND DECISIONMAKING

A. **Student Behavioral Objectives:**
Upon completion of this unit, the student on a written test will be able to:

1. When provided case histories of two students his age, the student will correctly select appropriate vocational areas as judged by his teacher for the two students.
2. Identify four out of six important factors to consider when making a career decision.
3. List and define at least five characteristics of individuals which are unique.
4. Write a definition of the "decisionmaking process" that in the judgment of your instructor, indicates an understanding by the student of a need for decisionmaking and of the approaches that can be used in making decisions.
5. Correctly respond, on a 15-minute completion test, to 80% of the items relating to life and decisionmaking.

B. **Pretest:**
Directions: On a blank sheet of paper, write the numbers 1-35. Read each of the following statements and indicate on your answer sheet whether you believe each statement to be true or false.

1. You are different from every other person.
2. The more you know about adolescent years, the more you will understand yourself.
3. Friendship is a mutual relationship.
4. Each individual's values and attitudes are alike.
5. Values are those things that are important to you.
6. Values and attitudes remain the same as we grow up.
7. Your values determine your attitudes.
8. Goals vary with individuals.
9. Our personal or physical traits are not inherited.
10. Personality traits are often influenced by our family.
11. Our family transmits our cultural patterns.
12. Our privileges grow as we grow.
13. Choice-making is not a skill.
14. A person does not choose important values.
15. One needs to be aware of his values to make choices easier.
16. Two boys with the same goal always solve their problems the same way.
17. A past choice may have something to do with your future choice.
18. One choice may make another decision necessary.
19. No choice affects the balance of our resources.
20. Decisionmaking skill is increased with each choice.
21. Our knowledge grows as skills are gained.
22. Management skills become almost automatic as they are practiced.
23. Confidence results from successful decisions.
24. Confidence does not give you the security to make decisions.
25. Our routine should not be flexible.
26. All tasks require the same amount of time and energy.
27. Everyone has personal resources.
28. We do not use resources to obtain goals.
29. The process of using your resources is called management.

30. The more resources one has, the greater the process of management becomes.
31. New goals mean different choices.
32. Awareness of values makes choices easier.
33. We do not have priority goals.
34. Our goals affect our decisions.
35. Choice-making is a skill.

Answers: True: 1,2,3,5,7,8,10,11,12,15,17,18,20,21,22,23,27,29,30, 31,32,34,35.
False: 4,6,9,13,14,16,19,24,25,26,28,33.

C. General Information:

The following pages, as suggested material for use in teaching this unit, were taken from A Task Oriented Course in Decision Making by Eugene H. Wilson, Graduate School of Education, Harvard University.

Decisions - We all make many decisions every day of our lives. Let's look at a list of decisions. You'll probably find things you do without thinking of these as "decisionmaking behavior." You'll be able to see that decisions are an everpresent part of everybody's life. Some examples are:

1. What to have for lunch?
2. Which movie to see?
3. Studying or playing football after school?
4. Taking a date to the dance or going alone?
5. Whether to spend your money on new clothes or save it?
6. Spending the summer working, going to camp, or summer school?
7. Whether to take French, Latin, shop, or home economics in the ninth grade?

There are probably many more examples you could add to this list that would illustrate some common decisions you may make.

Actually, it's encouraging to realize that we are capable of making decisions and that we do make them all day long. We can make things happen instead of just sitting back and letting things happen to us.

This Booklet - This was written to help you get the most out of your decisions by helping you improve your skills in making decisions. You can begin applying these new skills in planning your high school program.

It is very important that you realize that you are in charge of the decisions to be made. This booklet, along with your parents, counselors, and teachers, will give you some helpful ideas about how good decisionmaking occurs. They will also influence your decision, but the final responsibility is yours.

The Process - Decisions don't just happen. All decisions are the end product of a process of decisionmaking. In more common and automatic decisions we often aren't aware of this process at all, but in the more complicated and serious decisions, we do think and mull them over.

The process of decisionmaking begins with your awareness of an approaching decision point. In other words, you can see that the need for a decision will be arising at some future time. The end of the process is marked by acting upon one of the alternative courses of action. In between the beginning and end of the decisionmaking process, there are several activities that occur. These are Exploration, Evaluation, Choice, and Clarification.

So here is what the decisionmaking and the problem-solving processes look like:

a. Decision-Making Process:
   1. Decision-point
   2. Exploration
   3. Evaluation
   4. Choice
   5. Clarification
   6. Action

b. Problem-Solving Process:
   1. Define problem and think it over
   2. Consider ways to solve it
   3. Think over each possible solution
   4. Choose the solution that seems best
   5. Try it for a time
   6. Evaluate problem-solving progress

The following describes briefly the decisionmaking activities. *Note* that the problem solving process is very similar to decisionmaking.

Decision-point: A decision-point is exactly what it sounds like; it is a point in time at which you experience a need for a decision. The importance of a decision-point varies from person to person and from situation to situation. What may be a very serious decision-point for one person may be quite commonplace and unimportant for another.

For example, John is taking his first trip to New York. His parents are going to let him decide how he wants to get there. What means of transportation will John decide upon? He is facing a decision-point. He must decide whether to take the train, bus, or plane. This is a serious decision for him. On the other hand, John's older sister, Lisa, goes to New York quite often. When she reaches the decision-point of choosing her means of transportation, she decides quickly and without much thinking since she has made the decision many times before. Lisa's decision-point was not such a serious one for her.

You probably experience a need to decide many times in the course of a day. Some of these decision-points are so common that you may not even be aware of having "made a decision."

For example, when you're getting ready for school and see that it has snowed during the night, you decide to wear your snow boots without too much consideration.

Other decision-points which you encounter may be very critical and may require lots of thought and planning. These decision-points cannot readily be worked out automatically. Knowing about how the decisionmaking process operates and gaining skills in decisionmaking will help you deal with these more important decision-points.

The need to select your program for the tenth grade is a decision you're facing now. You'll spend a good deal of time figuring out the courses that are best for you. So this is a decision-point that won't be worked out as quickly or automatically as the decision to wear boots when it is snowing.

Alternatives: When we talk about "alternatives" in decisionmaking, we mean nothing more than the courses of action available in that particular situation, to that particular person.

When you reach a decision-point, you'll stop to consider your alternatives. You'll decide which direction you will take of the directions available.

As John was deciding which way to get to New York, his alternatives were: bus, train, or airplane. Actually, John had eliminated the alternative of going by car because he doesn't have a car nor can he drive.

If there is snow on the ground and you have to decide on wearing snow boots, you actually have two alternatives -- wearing boots or not wearing boots.

If you think about the decision-point of selecting your high school program, you'll realize that there are quite a large number of alternatives open to you. During this unit on decisionmaking, you'll have a chance to learn about these alternatives and about yourself, too, so that you can evaluate these alternatives in view of your own interests, abilities, and values.

Exploration: Exploration is the term used to describe the initial activities of decisionmaking. The dictionary defines exploration in the following way: "traveling in a region previously unknown in order to learn about its natural features and its inhabitants." The way in which we talk about exploration is much like the dictionary definition. Instead of talking about just exploring the physical world, however, our kind of exploration includes the world of ideas, work, imagination, school, memory, and experiences. For this kind of exploring, you don't need to set out on a safari. You can explore from your school desk or arm chair.

So exploration in terms of the decisionmaking process is the activity which involves thinking about all of the possibilities related to a decision-point; a person is exploring when he thinks about the alternatives open to him in his situation.

Looking at our example then, you have a decision-point: selecting your tenth grade program. To explore the problem, the following kinds of questions may occur to you:

What subjects do I have from which to choose?

What kinds of activities are involved in studying algebra?

What other activities are available at the high school in addition to courses?

These are the kinds of questions that are considered exploring. A good place to start exploration is with the requirements of the situation.

The handbook about your high school or your guidance counselor will give you these requirements for your present curriculum decision. Discussions will be held later regarding the kinds of information as it relates to your decision.

Evaluation: Evaluation begins when you start making clear in your own mind what is involved in the alternatives open to you. A person is said to be evaluating the alternatives when he begins thinking of them in terms of his own special needs, abilities, interests, and values.

In evaluation you assess the advantages or disadvantages of each alternative and begin eliminating some of these as not being right for you. So your field of alternatives is being narrowed.

In terms of your decision-point, the following may occur to you in evaluation:

What if I choose math and science? What are the benefits?

In order to go to medical school, must I take Latin?

What are the advantages of the industrial arts course?

I think I'd like French, but how will I do?

In evaluation you'll probably be asking these kinds of questions. Most of them cannot be answered with too much certainty. You will want to utilize your own past experiences and those of others too. We'll give you ideas about how you can predict some things about yourself in relation to your school situation.

Choice: The next portion of the decisionmaking process we call choice. This is the point at which you have finished sifting and narrowing all the things that might be possible for you to do. So now you are ready to choose. Choice, in the special way that we use it, is still tentative and not at all final. Don't forget that all this is happening in your mind; you are thinking about what you are going to do. The real decision isn't made until you begin acting. Maybe we can make this special meaning for choice clear by an example. When you're playing checkers, you may think about your move for quite a while. When you finally choose which checker to move, you may move it, but leave your hand on it while you look around and make sure you have made the best possible move (or choice). And so it is with our particular meaning for choice. You think you know what it is you want to do, but you also want a chance to check it out.

Again, back to your school situation. A student who is in the choice part of the decisionmaking process may be concerned about the following:

I think maybe I want the technical program, but what will this mean to me in five years?

I'm pretty sure that I want to begin French, but I still wonder if I should take Latin instead.

Yes, I think I'm going to take college preparatory work, but I'm not positive.

Clarification: The last major area of the decisionmaking process is called clarification. If we go back to the example of playing checkers, clarification goes on while you look around and make sure you have made the best possible move. Actually, clarification means examining your choice to see if it is what you really want. At this time you will be able to assure yourself of your decision and get rid of any remaining doubts you may have about it.

Some kinds of questions you may ask in regard to your tenth grade planning in the clarification period are as follows:

> *I am going to take the business major, but I guess I'll look at the courses again to make sure.*
>
> *I'll take two languages, but will it be too much for me?*

We can see, then, that this period of clarification is readying you for action. Remember that no real decision has occurred until you begin to act. When you fill out your program for tenth grade, you will have actually made your decision. What you do after that will be considered as carrying out your decision. This will be what you do when you are taking the curriculum you have selected.

D. Review Questions:

1. What procedures should be followed in making a career decision?
2. What assistance is available to help students make a vocational choice?
3. Can the decisions made by other people in similar situations be of value? Why, or why not?
4. What is the most important decision you have ever made? Would you make the same choice now? Explain.

UNIT 2. DEVELOPING PROPER ATTITUDES AND PERSONAL CHARACTER

PURPOSE: This unit provides a means for students to see themselves in terms of the attitudes they have developed about work and to compare and contrast these attitudes with those required of workers in general. Students should be provided ways and means to develop proper and positive attitudes about others and work. The importance of developing disciplines outlined in this unit should be stressed. Self-evaluation of attitude development, as well as evaluation of each individual by the teacher, should be made periodically. These evaluations should be followed by reviewing exercises and activities to further develop proper attitudes. All teachers know the pleasant experience of working with students who possess proper attitudes and they also know the value that proper attitudes contribute to student achievement. Learning the elements of this unit is very important to the career development of each student.

TEACHER SECTION:

A. Teacher Objectives:

1. To provide opportunity for students to develop proper attitudes.
2. To make students aware of their own attitudes and how to develop them properly, day by day.
3. To make students aware of the important role of attitude in success on the job and in living in a society.
4. To emphasize the fact that there is dignity in all work that is well done.
5. To stress the importance of positive attitudes toward work and help students realize that work can become a source of personal satisfaction as well as a source of income.
6. To stress the importance of developing and maintaining good relationships with employer and fellow employees.
7. To challenge students to develop and strengthen personal qualities which are important to success in the world of work.

B. Suggested Teaching Activities:

1. Review student objectives with the class.
2. Ask students to take the pretest and score themselves on it.
3. Make available to the students as many of the references and audio-visual materials listed in Part D. as possible.
4. Upon completion of Part C, decide, with the help of the students, which of the suggested learning experiences are of most interest and most practical in view of time available.
5. Decide whether you should review individually or as a class.
6. Give students instructions as to how to carry out any other assignments, if any.

7. Decide whether you want the students to take the post-test for this unit and so instruct the students.
8. Using a two-part panel of students, have one part of the panel show how the desire to earn develops within a person and the other part of the panel show why sharing pays a dividend to oneself. Have the panel summarize why earning and sharing are positive attitudes.
9. Ask students to display something they have done that they feel good about or explain accomplishments they have made.
10. Make a bulletin board of factors and/or things that constitute self-satisfaction and admiration. Contrast the right way and the wrong way to perform a skill.
11. Set up a simple job requiring two workers. Demonstrate how each worker can be considerate of the other in doing the job to be done. *(See Appendix C for transparency material.)*
12. Using a common service occupation, have students demonstrate various personality types, as they role play the service. Follow the demonstration with a discussion of the pleasant and the unpleasant features of the service. *(See Activity #10)*
13. Ask students to develop and write slogans on posters such as "A job worth doing is worth doing right."
14. Develop a list of words, phrases, or sentences that mean the same thing as dignity.
15. Sample presentation of attitude unit to orientation class:
    Organize a role-playing situation using two students. They are to imagine themselves as being two checkers working side by side in a grocery store. The class can imagine themselves as customers waiting to be checked out through the check stand. The time is during a peak rush hour for the store. The checkers are usually measured in three ways; speed, accuracy, and relations with customers. Checker "A" is superior in all three categories; he is the best in the store. At this point, ask the question, "Does Checker "A" have everything he needs to be a star checker?" Both checkers are working hurriedly, and suddenly Checker "B" runs out of sacks and calls out to Checker "A" to toss him a few. Checker "A" says out loud that he can come and get the sacks if he wants them. Have the class write how they would feel toward Checker "A" if they were Checker "B". Have class discussion on the comments which are written down by the students. Try to lead the discussion toward the realization that a psychological barrier would arise between the checkers. Checker "B" would be embarrassed in front of his customers and as a result his speed and accuracy and relations with customers would probably deteriorate to a certain extent. Even though Checker "A" is superior in checking he has hurt overall productivity of the store because of a poor attitude. After the class discussion, go back and ask the students again if Checker "A" possesses everything he needs to be a star checker. Have students relate from any experiences they may have seen or been involved in similar to the one described above. Emphasize how one person's attitude can hurt overall productivity of a whole operation. This is only one way of presenting the attitude topic to an orientation class. It does get the students involved. Of course, this could be adapted to any situation or any industry.
16. Have students to rank by number the values listed below in order of importance to them (1 to 15) without signing their names. Collect the papers and make a value scale for the class *(See sample form*

below). Ask the students to study the Class Scale to determine individual unique values.

Directions: Rank, 1 to 15, the following items in order of importance to student.

RANK		VALUES
( )	- - -	Gaining respect of others
( )	- - -	Being well liked by others
( )	- - -	Having authority over others
( )	- - -	Being right
( )	- - -	Being able to do a lot of things well
( )	- - -	Being religious
( )	- - -	Being loyal to your parents, teacher and nation
( )	- - -	Being optomistic
( )	- - -	A feeling of security
( )	- - -	Being real intelligent
( )	- - -	Serving others
( )	- - -	Being in real good health
( )	- - -	Being well groomed
( )	- - -	Being honest
( )	- - -	Being prompt

CLASS SCALE

List values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Keep alert for situations that display poor attitudes among students in the class. Use these situations for practical application. (SEE APPENDIX D).

C. **Factors to Consider:**

1. Desire to earn and share.
2. Desire for self-satisfaction and admiration of work.
3. Consideration and willingness to serve others — public relations.
4. Developing dignity about work.
5. Developing positive mental attitudes.

D. **References:**

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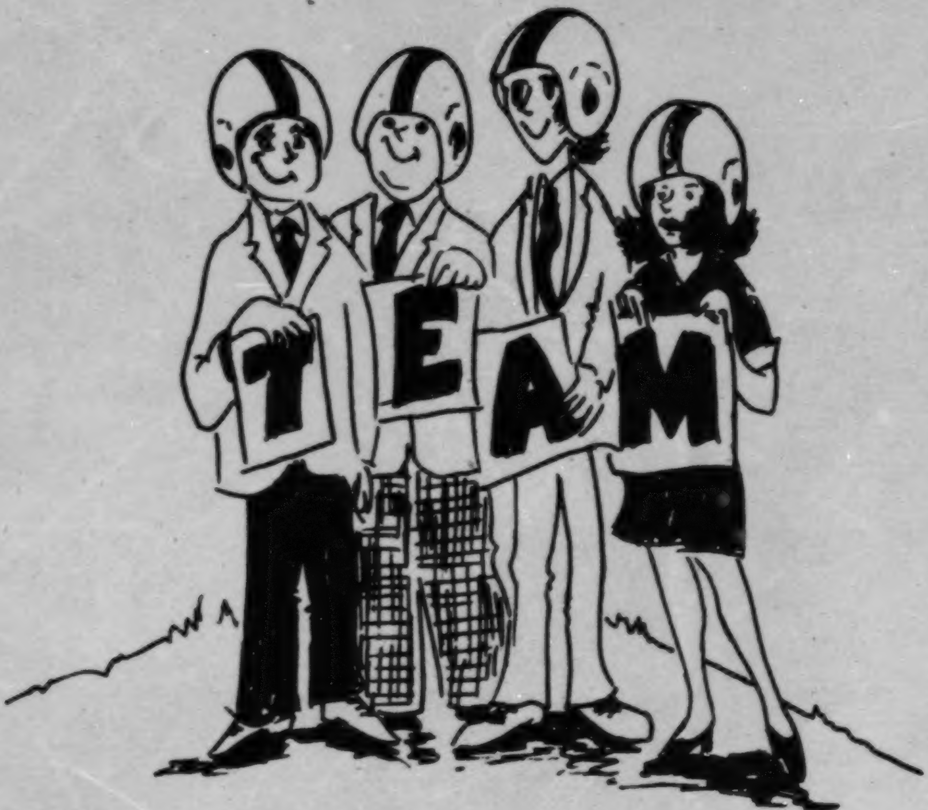
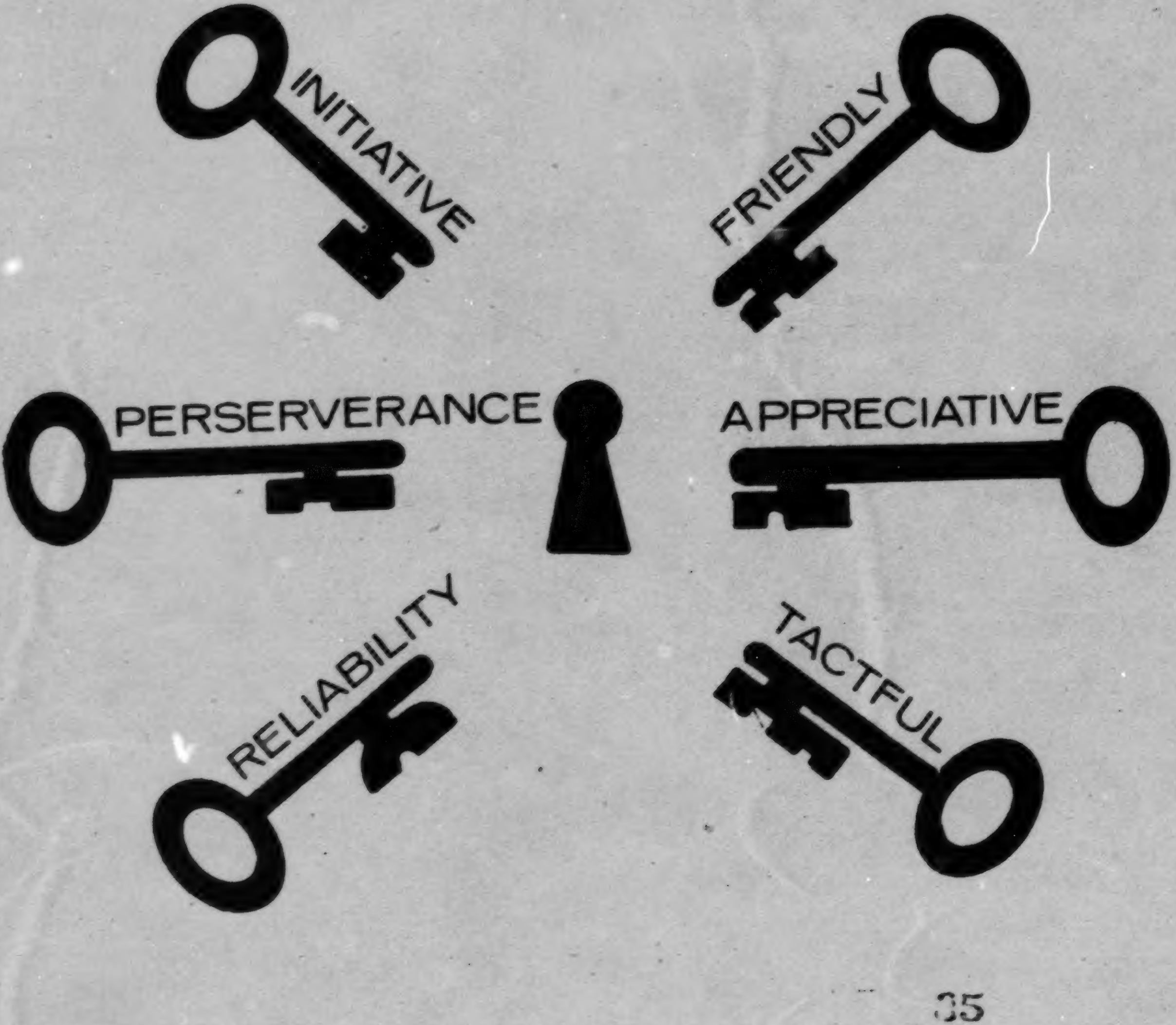
DEVELOPING PROPER ATTITUDES



Do you have the keys to a good PERSONALITY ?


INITIATIVE
FRIENDLY
PERSERVERANCE
APPRECIATIVE
RELIABILITY
TACTFUL

STUDENT SECTION - UNIT 2: DEVELOPING PROPER ATTITUDES AND PERSONAL CHARACTER

A. Student Behavioral Objectives:
Upon completion of this unit, the student on a written test will be able to:

1. Identify from a list of acceptable and unacceptable attitudes at least 80% of the acceptable attitudes as judged by the instructor.
2. State at least five positive attitudes necessary for successful future employment as judged by the instructor.
3. List at least five negative attitudes that, in the judgment of the instructor, could cause the loss of employment.
4. Write a definition of a positive attitude that, in the judgment of the instructor, corresponds to the meaning in this unit.

B. Pretest:
Directions: On a sheet of blank paper, write the item and correct answer to the following:

1. Explain the meaning of "attitude."
2. Explain the meaning of "dignity."
3. What is the difference between acceptable and unacceptable behavior?
4. List the most desirable attitudes required by an employer.
5. Choose one specific attitude and illustrate the importance of it in a paragraph, using a case study.

C. General Information:

The most important factor in job success is attitude. It is reported that the main reason young workers lose jobs is poor attitude. In fact, a recent study of beginning workers who had been fired showed that 80% lost their jobs because they could not get along well with other people. Getting along well with others does not just happen. It must be learned. Those who do learn to get along well with almost everyone are usually happier persons because people like them, they enjoy a greater feeling of job success, and they often receive higher salaries.

The study of physical anthropology has recently indicated that behavior depends in part upon one's parents. It is, to a degree, inherited. Much more important in the way we behave is what happens to us while we are growing up. The behavior we exhibit and the attitudes we develop up to graduation from high school usually carry over into adult life. They are with us both on the job and in social relationships. Basically, your attitude is your outlook on life. It is shown by the way you behave in the presence of other people. If you look at life as something exciting and worthwhile -- if you really enjoy life most of the time, your attitude toward other people will show this. You will be the kind of person who looks at the good side of things. If, on the other hand, you tend to see others -- and life in general -- as being unfair to you, then you probably don't like people very much. If this is you, you will be happy to learn that you can change. By practice, you can do a lot to become the kind of person who likes other people and whom others like. The younger we are when we begin to exercise some control over our own personalities, the more we can do toward becoming the kind of person we would like to be.

Behavior characteristics of those who have healthy, desirable attitudes are compared in the following chart with those who have negative or poor attitudes. If your behavior is similar to that described on the negative side, you should know that such behavior causes others to react to you negatively. If you can work on just one or two areas so that your behavior shows a desirable positive attitude instead of a negative attitude, the behavior of others toward you will change. People will like you better and you will like them better.

Positive Attitude	Negative Attitude
Smiles easily	Rarely smiles
Willing to change ideas, dress, behavior, when appropriate	Unwilling to change
Able to see other's viewpoints	Unable to see the other person's point of view
Almost never complains	Complains constantly
Accepts responsibility for mistakes	Blames others for own mistakes
Seldom criticizes others	Very critical of others
Considers what is good for or helpful to others	Thinks only of himself, "What's in it for me?"
When talking with another person, looks him in the eye; but does not try to stare him down	Unwilling or unable, when conversing, to look the other person in the eye

The following is from "Your Attitude is Changing" by E. H. Chapman, published by Science Research Associates, Inc. 1966.

Attitude - Key to a Better Personality

You often hear the word *personality*.

"Alice is just loaded with personality."
"Hank is a great guy. You can just feel his personality when he walks into a room."
"In that family Joe got all the brains, but Henry got all the personality."

What does it really mean?

It is especially confusing when people start talking about *your* personality. You naturally feel that you know your own personality better than anyone else does. After all, you live with it every day. Others only respond to it. But because you are so close to your own personality, you may not understand it as well as you think. You may be too close to see it clearly.

For example, most people feel that Nancy has a wonderful personality. Her two best friends feel this way. They think she is fun to be around. When people first meet her, they seem to be impressed with her personality. Who is in the best position to understand her personality? Nancy or her friends?

Her friends, of course! Nancy may never really understand her own personality, and she shouldn't worry about it. And you shouldn't worry about understanding you, either. The important thing is to realize that you build relations with others through your personality. If you learn to make people like you, you'll have a good personality.

Here is a simple definition of personality that will help you:

> *Personality is what people see when they look at you, what they hear when you speak, and what they feel in your presence.*

For example, suppose you are going to a job interview. You want to impress the interviewer so that he will hire you. What would give him his impression of you? His impressions would come from what he could see, hear, or sense.

First he would notice your physical features and your clothes. First impressions come from what people see. And let's be honest -- some people tend to be a little critical. When people first look each other over, they tend to be rather skeptical.

An employer might notice the shape of your face, the way you smile, the color of your eyes and hair, and similar details. What he sees affects his decision about hiring you, because your physical features (and the way you dress) are part of your personality.

The next thing to impress him would be your voice -- that is, what he hears. Simply saying good morning, good afternoon, or just hello is enough to make an impression. What you say is often less important than how you say it. People can catch a lot from the tone of your voice. It tells how much confidence you have in yourself and whether you really want to work. The tone of voice creates a very important impression. A businessman discussing a job with you will be all ears.

Although physical appearance and voice convey personality, the employer's strongest reaction to you would depend on what he senses from your attitude. The way you look and sound would be important, but the big impression would depend on your attitude. Your attitude would be showing.

✓ He would sense it!

✓ He would feel it!

✓ He would react to it!

Your attitude would tell more about you than anything else. That is why it is the key to your personality. Your physical appearance is important; your voice is important; but your attitude is the key.

Just as a key opens a locked door, a positive attitude can open a door of opportunity. If you have a positive attitude, you will favorably impress an employer. But if you do not, you will make a bad impression and you will not be hired.

Attitude and personality cannot be separated. They come in the same package. Your attitude shows more about your personality than anything else does. Your positive attitude (more than anything else) can create the favorable impressions you need to make.

Look at it this way: A beautiful girl loses much of her beauty when she has a negative attitude. On the other hand, a very plain girl can be very pretty when she has a positive attitude. As you probably know, most attractive girls would not win beauty contests. They are attractive because they have developed positive attitudes.

The same is true of young men. A handsome young man can remain unpopular because of his negative attitude. Yet a plain-looking young man can become very popular if he develops a positive attitude.

Here are some facts: A person can do only so much about his physical appearance. Of course he should do what he can, but there is a limit. The same is true about one's voice—only so much can be done. But there is no limit on improving an attitude. Everyone can become more positive. And, just as friends notice improvements in physical appearance, they would also notice a positive attitude -- even more quickly than you think.

Of course, it's one thing to have a positive attitude, and it's another to show it. You probably have a positive attitude. But do you hide it? You may have a wonderful personality, but nobody will ever know it unless you show it.

The first smile is the hardest, and sometimes it must be forced.

Many people have a warm, pleasant personality, but they don't share it with others. They seem to save it for special friends. Maybe they are afraid they'll wear it out if they use it too much.

Actually, many people don't know how to share their personality with others, even though they want to. In most cases they are afraid to be friendly. If you feel that this fear is part of your problem, ask yourself these questions:

Am I stopped from being friendly to a stranger because I am afraid he won't be friendly back?

Am I afraid to be introduced to strange people because I think they will ignore me?

Do I feel strange about going up and introducing myself to a stranger?

If you answer yes, you are a normal person. These are all natural fears. Everyone has them. You wouldn't be normal if you didn't care about how people might respond to you. Everyone has to use his positive attitude to overcome his natural fears.

Harvey is a good example of what we are talking about. Harvey is almost twenty. He lives at home with his mother and sister. When he was younger many of the kids made fun of him because he was shy and awkward. Physically he was about average, but he was very poor at playing games. He had a poor complexion and, to make things worse, he had to wear glasses.

Although Harvey was polite and pleasant when people talked to him, he didn't have the confidence to approach others. He always waited for others to talk to him. He was bashful.

On three separate days, Harvey was given a chance to apply for a job, but each day he failed to keep his interview appointment. He walked up and down in front of the buildings, but he didn't have the confidence to go inside.

Although no one had made fun of Harvey for a long time, he was still afraid they would try. His fear kept him from taking the first step.

One day, after talking to a friend of the family, Harvey made up his mind to start being more friendly. He began to walk up and talk to people. He promised himself that he would keep doing this until he had gotten rid of some of the fear he felt inside. He would keep trying no matter what happened.

So Harvey started being the first to say hello. He started smiling. He forced himself to start conversation. He began to do his part.

It was awkward at first.

But slowly his fear disappeared. Soon Harvey made the most important discovery of his life. He learned that his fear became weaker as his positive attitude became stronger. For a long time he had wanted to be as outgoing as others, but first he had to lose some of his fears.

Fear can keep a positive attitude locked inside a person.

Slowly, over a period of months, Harvey became more confident. Soon, because he was no longer afraid of others, he was releasing his positive attitude. He had had a positive attitude all the time, but he hadn't had the confidence to express it.

Personality is complicated, but you don't need to understand it fully. All you need to do is try to make a good impression on others. If you succeed in that, you have a good personality. Here are some tips that will help you:

TIP 1. *Always make the most of your appearance.*
If you are sloppy on the outside, people won't bother to find out what you're like inside.

TIP 2. *Remember that the way you talk is important.*
What you say is only as important as how you say it (and sometimes it is less important). Show enthusiasm in the way you talk, and think less about the words you use.

TIP 3. *Don't worry about the word "personality."*
There is no magic about it. If you favorably impress others, then to those people you have a good personality. Your personality is what others see, hear, and sense about your attitude.

TIP 4. *Let your positive attitude show.*
You have a positive attitude inside -- but nobody will ever know it unless you use it.

If you have the key to a door, you can open it and find out what is inside. If you have the key to a secret message, you can decode it and find out what it says. Your attitude is the key to your personality. It lets you unlock the best in yourself.

Something to Talk About

"Sam Makes a Discovery"

Sam had very little going for him in appearance, and he worried about it. He was small and bony. His pinched face didn't have very good features. Sam never looked in a mirror, because he didn't like to see himself.

One day he decided that he couldn't count on appearance to give him a good personality; the only thing to do was work on his attitude. He decided to make the most of it.

He resolved to be pleasant to others, and he worked at it. He looked for the best in other people and in his job. He soon found out that people did not consider his looks as important as he had thought. He learned that people liked his personality.

In your own words, give some reasons why Sam's discovery is not surprising to you.

• • • • • • • •

Our personal characteristics have developed through all the experiences we have had. There are three kinds of experiences or actions that occur. A pool ball may serve as an illustration of a physical action. If a pool ball is struck by another ball, its speed and direction and the distance it will travel are determined by the speed and the point of impact of the ball striking it. A baseball can go only as far as it is hit and can go no farther by itself. A human being is a physical object in that he can be pushed, dropped, and lifted. *But, he is much more!*

There are biological actions or activities. A big difference between physical objects and living things is that physical objects act only when something acts on them. Living things are constantly active. The processes of life are going on all the time. A plant growing in a flower pot must have water and sunlight in order to live. It not only is acted upon by the sun and water, but it acts on them as well. A plant not in the sunlight will turn toward the sun and even the simple amoeba is capable of movement. Man, of course, is much more free in his movement and man is active in acting upon factors in his environment -- he builds houses to keep warm, etc.

Man's difference is greatest when we look at his psychological behavior. Psychological behavior relates to behavior of the mind. Thinking is said to be a psychological activity. Man can think because he can "store up" information to use in the psychological activity of thinking. Learning to speak French would be an example of psychological activity. Man can modify or inhibit his behavior. He can change his behavior. If an individual is riding in a car, his behavior is different when he sees a train approaching the crossing than the individual driving the car. The one riding in the car inhibits or restricts his behavior if he knows the driver sees the train approaching.

Certainly all of us when we eat don't begin grabbing food, no matter how hungry we may be; we wait until it is our turn to be served -- we inhibit our behavior. The extent and kind of restriction we put on our behavior is one of the important determiners of our personal characteristics. Persons who study the science of behavior study a course called psychology.

Our personal characteristics develop from the three activities that have been mentioned: physical, biological, and psychological. Another important characteristic which affects our personal characteristics is heredity. Heredity is the transmission of characteristics from parents to children. Gregor Mendel, a monk of Brunn, in what is now Czechoslovakia, performed experiments with peas. He found that dwarf peas pollenized by themselves sometimes produced tall peas. It is this _unusual_ occurrence that produces some of the _unusual_ personal characteristics of individuals.

D. _Review:_

1. What is the most important factor in job success?
2. Can proper attitudes be learned?
3. Can attitude be defined as your outlook on life?
4. List five good attitudes.
5. What is personality?
6. Can attitude and personality be separated?
7. Is personal appearance a part of personality?
8. What attitudes contribute most to your personality?
9. What attitude factors are necessary for success in your chosen occupation?
10. What personal attitudes do you possess that may cause failure or success?
11. How can you develop a proper attitude if you do not have it now?
12. How do your personality traits affect you as a student? How are they developed? Will good personality traits help pay for a car or a home? Explain. Will they help to get others to do something for you?
13. How does a person hurt himself when he tries to get by with as little work as possible on the job? In school?
14. How can one improve his personality?
15. What do people think about those who are willing to work? About those able but unwilling to work? Who provides a living for the latter?
16. How do your personality traits compare with those described as needed for successful employment?

UNIT 3. THE IMPORTANCE OF DEVELOPING GOOD HEALTH HABITS

PURPOSE: Although health habits are certainly part of one's personal character development (Unit 2), the topic of good health habits is important enough to justify listing it as a separate unit of study. One might, however, consider it a continuation of Unit 2. Establishing and maintaining good health habits will result in personal, social, and financial rewards. Students should realize that all occupations require some degree of physical fitness and good health habits.

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the student with an understanding of the health requirements of various jobs.
2. To understand the importance of developing good health and safety habits.
3. To help students appraise their own physical characteristics and to seek ways of correcting and preventing physical deficiencies.

B. Suggested Teaching Activities:

1. Introduce unit by using the following ideas: What is good health and why is it important in securing a job? How does your physical health relate to your personality?
2. Use the pretest for motivation. Leave space for student participation and thinking.
3. Discuss food habits and food needs. Show how what we eat affects the body in different ways. Activity could be a daily intake chart. Start class with discussion of this each day.
4. Discuss exercise and how it affects the body. If possible, have a specialist show some exercises.
5. Brainstorm who is an interesting man and an interesting woman who works. Be positive with teacher remarks.
6. Have "hands on" experiences on how to have clean, well-groomed hands and clean hair and faces. (Girls may show how to apply make-up.)
7. Discuss how a person's physical and mental attitude affects securing a job and keeping it.
8. Conduct a panel discussion -- pro and con on drugs, cigarettes, alcohol.
9. Have students evaluate themselves for physical fitness for a given job. *(See Appendix E.)*
10. Use charts recommended for testing vision.

C. Factors to Consider:

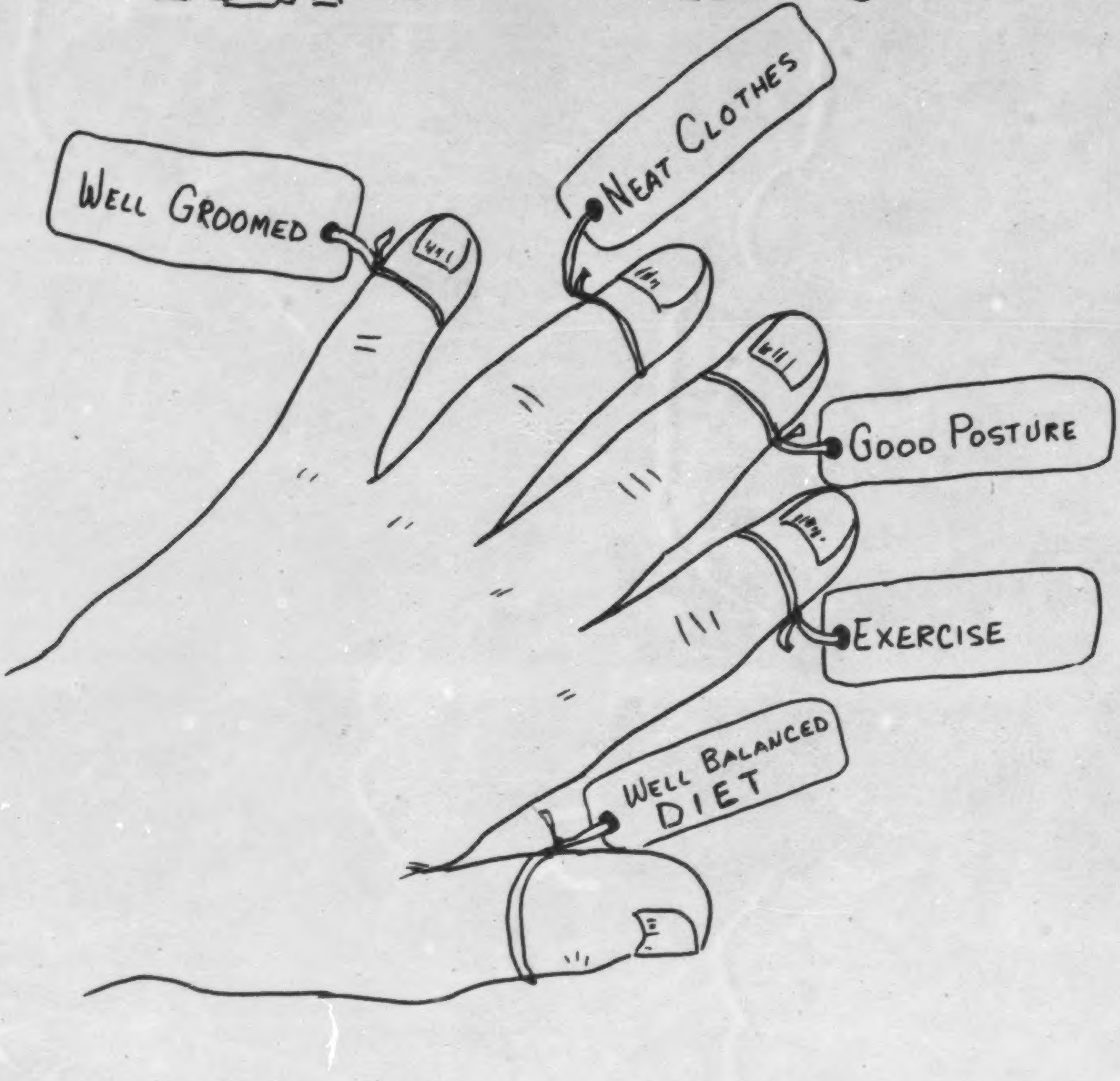
1. Why good health is important.
2. Poor health costs workers and employers money.
3. Why work requires good health.
4. Name some good health habits.
5. Drugs, alcohol, and safety on the job.
6. Common causes of ill health.
7. Geographical locations and health hazards.
8. Need for first-aid training.
9. Health handicaps and adjustment.
10. Importance of good health in securing a job.
11. Mental health related to health habits.
12. Job limitations caused by poor health.
13. Importance of yearly medical examination.
14. Your physical characteristics: (a) age, (b) weight, (c) height, (d) voice, (e) hearing, (f) eyesight, (g) amount of energy, (h) general health.

D. References:

1. Occupational Information, Robert Hoppock, McGraw-Hill Book Co., New York, 1967.
2. My Career Guidebook, Harry S. Belman and Bruce Shertzer, The Bruce Publishing Company, Milwaukee, Wisconsin, 1963.
3. Planning My Future, National Forum Foundation, Chicago, Illinois, 1956.
4. You and Your Health, J. Rosewell Gallagher, Science Research Associates, 259 Erie Street, Chicago, Illinois.
5. Effective School Health Education, Arthur L. Harnett, and John H. Shaw, Appleton-Century-Crafts, Inc., New York, 1959.
6. *Films:* "Alcohol and the Human Body," "Eat for Health," and "Good Eating Habits;" available through Arkansas Department of Education Film Library, Little Rock, Arkansas 72201.
7. Health for All, Book Eight, W. W. Bauer, M.D., Scott, Foresman and Co., 1965 Edition.
8. Personal Adjustment. Marriage and Family Living, Landis and Landis, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970 Edition.
9. Guidelines for Successful and Effective Living, Verl A. Teeter, Pine Hill Press, Freeman, South Dakota, 57029.
10. "Becoming Men and Women," Bernice L. Neugarten, Guidance Series Booklets, Reorder No. 5-864, Science Research Assoc., Inc., 259 East Erie Street, Chicago 11, Illinois.
11. "If You Smoke - Here's What Your Doctor May See," C.L. Dale, M.D., Pathologist, Narcotics Education, Inc., P.O. Box 4390, Washington, D.C. 20012.
12. *Audiovisuals:* Popular Science Audio-Visuals, Inc., 5235 Ravenswood Avenue, Chicago, Illinois 60640.

    308 "Keeping Myself Healthy and Safe"
    310 "Are You An Interesting Person"
    313 "Getting the Most out of Your Day"
    322 "Are You Adaptable"
    340 "Anxiety"
    352 "Frustration"
    385 "Taking on Responsibility"
    418 "What About Drugs"
    422 "Personality In Business"
    557 "How Hormones Control the Body"
    613 "Nutrition: Energy, Growth, and Repair"

DEVELOPING GOOD HEALTH HABITS


WELL GROOMED
NEAT CLOTHES
GOOD POSTURE
EXERCISE
WELL BALANCED DIET

STUDENT SECTION - UNIT 3: IMPORTANCE OF DEVELOPING GOOD HEALTH HABITS

A. Student Behavioral Objectives:

Upon completion of this unit, on a written test the student will be able to:

1. Write a paragraph which, in the judgment of his teacher, shows an understanding of the relationship between health and job success.
2. List at least five health practices that help to maintain good health.
3. Identify their own physical strengths and weaknesses.
4. Correctly respond, on a 20-minute completion test, to 80% of the statements concerning good health habits.

B. Pretest:

Directions: Select the answer which applies to you. Write a response to other items.

1. When do you feel the desire to do physical things? Morning? Afternoon? Evening?
2. Do you like to walk and run? Yes No
3. Do you like to sit or stand in the same small place for a period of time? Yes No
4. Do you like to do heavy physical work? *Example:* Drive a truck or heavy machine, or work in construction. Yes No
5. Do you usually feel good physically? Yes No
6. Do you like to stand? Yes No
7. Do you need more than eight hours sleep per night? Yes No
8. Do you like your self-image? Yes No
9. Do you feel your physique or figure needs improving? Yes No
10. Do you like to be with people? Yes No
11. Do the foods we eat help determine whether we have good or poor health? Yes No
12. Is there a relationship between good health and success on the job? Yes No
13. What is job success?
14. Some persons like to work with things (automobile mechanics); some like to work with ideas (scientists); and some like to work with people (salesmen). What are some health requirements of each? Discuss.

C. General Information:

The knowledge that nutrition is related to health, longevity, and general well-being has unfolded through centuries of human experience and has developed into a science that changes and expands with the additional findings of research.

All life is composed of and requires combinations of elements which, when utilized to form and maintain tissues and sustain activity, are known as nutrients. Food is the usual source of nutrients. Combinations of elements required by living organisms are classed as proteins, lipids, carbohydrates, minerals, vitamins, and water. The energy needed for growth, maintenance, and bodily activity is provided by the oxidation of lipids, carbohydrates, and proteins. All nutrients are used by the body to build and maintain tissues and to regulate body processes. The various tissues and body processes have characteristic nutrient needs. Adequate nutrition can be attained with many combinations of foods commonly available throughout the world. No single food pattern is essential to health.

Basic to the development and evaluation of adequate food patterns is a knowledge of the nutrients needed by the body and their sources in available foods.

Inadequate, excessive, or imbalanced intakes of nutrients may be detrimental to health.

Your physical looks and condition can be controlled by you. It is very important to learn basic food needs and how they affect your body. What we eat determines our appearance; grooming improves our appearance; exercise and fresh air gives our body a physical tone and radiance.

Exercise can keep us physically in shape with the ability to work and play hard without tiring easily. A sport or hobby can be helpful in providing this exercise.

Eating the correct foods is necessary for physical health. The proper nutrients supply us with all the building blocks for growth and maintenance of tissue and organs.

Plenty of sleep is needed to promote alertness which is needed to complete any job successfully.

A periodic health examination is essential. Minor health needs can be taken care of before they become serious.

A healthy person can perform his duties more effectively than one who is not healthy. One who misses work frequently is considered a poor job risk. This could keep the person from being promoted.

D. Review Questions:

1. Am I physically fit for all occupations?
2. For what jobs do I meet the physical requirements?
3. What jobs require excellent health?
4. What part does good health play in getting and holding a job?
5. How do drugs and alcohol relate to good health?
6. How do certain jobs contribute to poor health habits?
7. What do insurance companies have to pay each year per individual worker for loss of time, hospital costs, etc.? Do insurance people believe that payment of insurance claims can be reduced by everybody practicing good health habits?
8. How many jobs can you name that are closely related to maintaining the health of people?

SELF-IMPROVEMENT CHART (BOYS)

Directions: Check the items to which your response is "yes.".

_____1. My hair is clean and shining all the time.
_____I keep it neat and cut regularly.
_____I shampoo it at least once a week.
_____Keep my comb and brush clean.

_____2. My skin is clear and clean.
_____I wash my face at least twice a day.

_____3. My eyes are clear and bright.
_____I get plenty of sleep and fresh air.

_____4. My teeth are strong and white.
_____I brush them after I eat.

_____5. My weight is right for me.
_____I get exercise every day.
_____I eat a proper diet.

_____6. My hands, feet, and nails are clean.

_____7. I am always fresh.
_____I take a bath every day.
_____I shave every day.
_____I use a deodorant.

_____8. My clothes fit well.
_____They are clean, ironed, and mended.
_____My shoes are polished regularly.

_____9. My voice is clear.
_____I can talk to other people.
_____I can listen too.

____10. I have many interests.

____11. I smile a lot to help make everyone happier.

____12. I am cheerful and have a good sense of humor.
_____I can laugh at myself and with others.

____13. I have good manners.
_____I think of other people, not myself.

____14. I get along with people of all ages.

____15. I act like a gentleman. I like being chivalrous!

SELF-IMPROVEMENT CHART (GIRLS)

Directions: Check the items to which your response is "yes."

_____1. My hair is clean and shining all the time.
    _____I brush it every night.
    _____I shampoo it at least once a week.
    _____I keep it neat.

_____2. My skin is clear and clean.
    _____I wash my face at least twice a day.

_____3. I choose my make-up carefully.
    _____I use just enough and not too much.

_____4. My eyes shine.
    _____I get plenty of sleep and fresh air.

_____5. My teeth are strong and white.
    _____I brush them after I eat.

_____6. My weight is right for me.
    _____I get exercise every day.
    _____I eat a proper diet.

_____7. My hands, feet, and nails are smooth and clean.

_____8. I am always fresh.
    _____I take a bath every day.
    _____I shave my legs and underarms.
    _____I use a deodorant.

_____9. My clothes fit well.
    _____They are clean, ironed, and mended.

____10. My voice is clear.
    _____I can talk to other people.
    _____I can listen, too.

____11. I have many interests.

____12. I smile a lot to help make everyone happier.

____13. I am cheerful and have a good sense of humor.
    _____I can laugh at myself and with others.

____14. I have good manners.
    _____I think of other people, not myself.

____15. I get along with people of all ages.

____16. I act like a lady. I like being a lady!

UNIT 4. TESTING

PURPOSE: Although testing is not a unit of self-development, it is a tool which may be used to help students study themselves. Too many students set out to train for occupations for which they are unsuited. This leads to unhappiness. Today we possess tests which can help provide young people knowledge about themselves which they can use in selecting an occupation for which they are suited. Students can make wiser choices by looking at their test results and comparing their ability and interest scores along with particular personality traits with the types of individuals who are successful in various jobs. We can all agree that a person who does not do well in math should not be an accountant. We need much information about ourselves if we are to select suitable occupational goals. Students should realize that tests are tools and cannot be relied upon as the final word.

The GATB (General Aptitude Test Battery), Kuder Interest Inventory, OVIS (Ohio Vocational Interest Survey), and others may be appropriately administered as the teacher desires. Tests are an effective means of helping direct the thoughts of students to their individual differences. Because test information is a small sample of behavior, it indicates possible ability strengths and weaknesses, as well as strong and weak interests. Tests give some indication but are not conclusive evidence and are most useful in helping a person discover in which direction his occupational preference lies.

TEACHER SECTION:

A. Teacher Objectives:

1. To assist in guiding students toward the proper selection of a vocation.
2. To help students recognize strong and weak points so that a more realistic decision about a vocation can be made.

B. Suggested Teaching Activities:

1. Complete instructions for taking tests should be given.
2. Tests should be given early in the first semester.
3. Students should be made aware that testing is only one of the many indicators pointing toward choice of a vocation.
4. In schools where counselors are available, every effort should be made to use their skills and experiences.
5. A proper atmosphere for testing should be a prime concern.
6. Individual testing may be considered where there is a specific problem; otherwise group tests should be administered.
7. Tests and their results should be used to reinforce the student. If they can be helped to realize that the only purpose for administering tests is for self-understanding, and if this is the only purpose for using these tests, then students may be highly motivated.

8. In schools where there is no counselor, help may be received from the State Guidance Office, Department of Education, Little Rock, Arkansas 72201.
9. The Employment Security Division administers the GATB to seniors free, upon request. The GATB is a battery of about ten aptitude tests which can be used with ninth graders and provides a wide range of aptitude information.

C. Factors to Consider:

1. In order to help students in an occupational orientation class, it is essential for the teachers to understand every student. Teachers and counselors often use standardized tests to accomplish this activity.
2. Interest inventories are used to identify unknown or unrecognized interests. They are also helpful in identifying discrepancies between interests and aptitudes or abilities.
3. Aptitude tests aid in vocational guidance by giving information on individual aptitudes and potentialities.

D. References:

1. DAT (Differential Aptitude Test), is an aptitude test battery highly recommended as a prime tool in orientation. It may be obtained from Psychological Corporation, 304 E. 45th Street, New York, New York.

2. OVIS (Ohio Vocational Interest Survey), is an interest survey test and may be used in conjunction with aptitude tests. It covers a broad spectrum of occupational interests and may be obtained from Harcourt, Brace, and World, 757 - 3rd Avenue, New York, New York 10017.

3. Kuder (Form E) is a general interest survey instrument designed for individual or group use, obtainable from Science Research Associates, 259 Erie Street, Chicago, Illinois 60611.

4. Kuder (Form DD) is a good follow-up type for 11th and 12th grades. Can be obtained from SRA, 259 Erie Street, Chicago, Illinois 60611.

5. Kuder Preference Test is another interest survey, very complete, and also highly recommended for use in conjunction with the DAT or similar aptitude test; obtainable from SRA, 259 Erie Street, Chicago, Illinois 60611.

TESTING

STUDENT SECTION - UNIT 4: TESTING

Because this unit concerns testing, the procedure followed in providing the student section in all other units will be omitted. Students will use results from tests taken in this unit throughout the planning phase of this course.

CHAPTER II

GENERAL STUDY OF OCCUPATIONAL CLUSTERS AND EXPLORING SELECTED OCCUPATIONS

Chapter I provided a study of self and ways to develop qualities required to work successfully in occupations and to live successfully in society. Chapter II provides a general study of the world of work according to its occupational structure, economic function, and general aspects of job requirements. Students should be provided an opportunity to become aware of the natural setting of the local and national world of work. In this general occupational study, students should begin to form some general relationships of self to the general occupational world.

After a general overview, students will select by choice two or more occupations from each of the 15 clusters for obtaining specific and complete information. The information will be assessed by the student, who will write a tentative favorable or unfavorable decision about the selected occupations. The form, "Guide for Collecting Occupational Information," (*Appendix I*) will be used for recording information. Each "hands on" activity will be evaluated by the teacher and the student on the form, "Evaluation of Teacher-Pupil Class Activity in Relation to a Specific Cluster of Occupations," (*Appendix J*).

UNIT 5: PREPARATION FOR STUDYING OCCUPATIONAL CLUSTERS

PURPOSE: This unit will prepare the student with terminology used in studying the occupational clusters. Without understanding the many terms that will be new to them, they will be severely handicapped in studying the clusters.

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the students with an opportunity to learn basic terminology used in studying occupational clusters.
2. To provide the opportunity for students to make application of the terms in realistic examples.

B. Suggested Teaching Activities:

1. Organize students into groups and assign each group a number of terms to define, illustrate, and give examples of application.
2. Orient the students to the nature and organization of working in the laboratory. They should know how everything that is done in the lab relates to real occupational functions. Therefore, all lab work should represent some occupational function to provide "hands-on" activity-type information.

C. Factors to Consider:

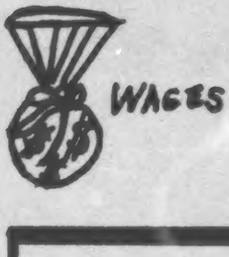
1. The various terms used in occupational study such as job qualifications; legal, physical, and educational requirements; work environment; working conditions; skill, semi-skill; talents; worker traits; aptitude; capability; professional; on-the-job training; apprenticeship; journeyman; wages; commission; fringe benefits; job outlook; trends; dead-end jobs; occupational mobility; dexterity; interdependence; handicap; manipulation; and worker contact.
2. Simulated activities — role playing.
3. Study carrels.
4. "Hands-on" activities -- working in laboratory. Student should be oriented to working in the lab and how it provides occupational information.
5. Review sources of occupational information.

D. References:

1. Dictionary of Occupational Titles, Volumes I and II, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.
2. Occupational Outlook Handbook, Bureau of Employment Security, U. S. Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Ga.
3. Encyclopedia of Careers and Vocational Guidance, Volumes I and II, William Hopke, Editor-in-Chief, Doubleday and Co., Garden City, New York.

TERMS - TERMS - TERMS

HOW MANY DO YOU KNOW?



ANNUAL
SALARY
$10,000.00
1880

NAME YOUR OWN WAGES - PAY BY THE PIECE

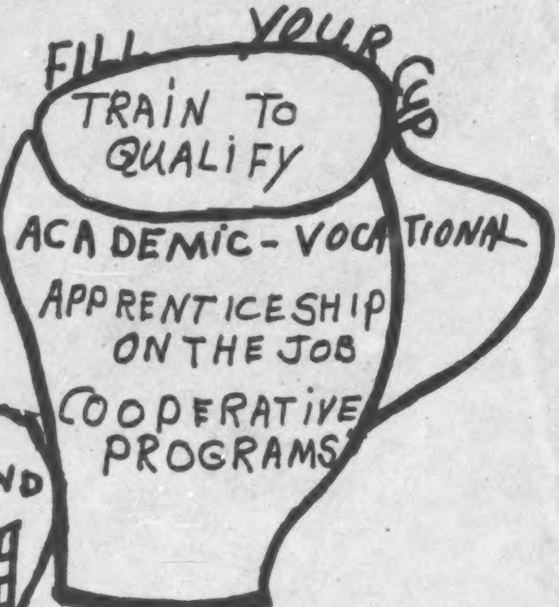
APPLY TODAY
$400.00 PER. MO.
PLUS 10% COMMISSION

DIVIDEND
$1250.00
20 PEOPLE | $25000.00

PROFIT = PRICE RECIEVED FOR GOODS - MINUS COST OF GOODS SOLD AND OPERATING EXPENSES

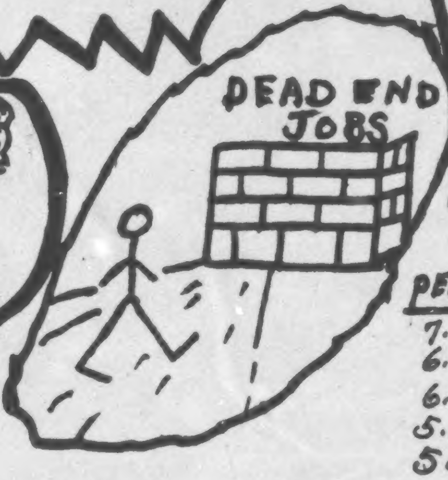
FRINGE BENEFITS

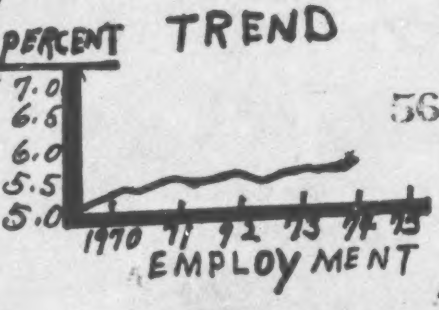
PAID VACATION
FREE PARKING
FREE CAR
FREE MEALS
FREE DOCTOR + HOSPITAL
AND WHAT ELSE?


FILL YOUR CUP

TRAIN TO QUALIFY

ACADEMIC - VOCATIONAL
APPRENTICESHIP
ON THE JOB
COOPERATIVE PROGRAMS


DEAD END JOBS



STUDENT SECTION - UNIT 5: PREPARATION FOR STUDYING OCCUPATIONAL CLUSTERS

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Understand why the meaning of certain terms must be known before studying occupational clusters.
2. Define on a written test 80% of the occupational terms studied in this unit.
3. Relate by using examples to approximately 80% of the terms studied in this unit to occupations

B. Pretest:

Directions: Place "T" or "F" in the [ ] before the statement.

1. [ ] In order to understand about requirements in occupations, you need to know what is meant by the terms used to tell what the requirements are.
2. [ ] A large percent of the reason why students have problems with reading is because of not understanding the meaning of the words.
3. [ ] Studying about careers is the only course where you need to learn the definition of certain terms.

Check (√) the best answer for the following:

4. Qualifications for a job means: (a) a job with a lot of education required; (b) the worker must meet certain requirements; (c) the worker has a license.
5. Aptitude means: (a) your ability to do something; (b) your interest in something; (c) the job requires a lot of skill.
6. Job legal requirements means: (a) certain things about the job are required by law; (b) a lawyer's job; (c) working for the government.
7. Match the following terms with the phrase or statement:

   a. __ Trait
   b. __ Professional
   c. __ Apprenticeship
   d. __ Working environment
   e. __ Salary
   f. __ Trend

   1. What you get for pay over a period of time.
   2. A way of training for a job.
   3. A ship at sea.
   4. A contract.
   5. The nature of a worker.
   6. One who possesses a high degree of training for his job.
   7. The surroundings of your work.
   8. Changing up or down.

8. Define the following:

   a. Job attitude
   b. Occupational mobility
   c. Interdependency
   d. Dexterity
   e. Commission
   f. Dead-end job

KEY TO PRETEST:

1. T
2. T
3. F
4. b
5. a
6. a

7.a. 5
b. 6
c. 2
d. 7
e. 1
g. 8

C. General Information:

The next unit will be devoted to studying and exploring a cluster of occupations. You will be using many new terms in studying clusters of occupations; therefore, you need to know the meaning of them. The following information will introduce many new terms, their definition and application.

Many terms are used with reference to the pay received by people who work. The terms are wages, pay by the piece, salary, commission, fringe benefits, dividend, interest, profit, and pension.

Wages - a given amount of money received for work. It may be paid by the day, by the week or by the month. The worker may receive his pay at the end of the day, week or at the end of the month. People who work in factories and construction are examples where the worker receives wages by the piece, by the hour, day, week or month. Some workers receive a given amount of money for each piece produced. The piece refers to a part or the entire object. It could be a piece that is used to make a chair or the piece could refer to the entire chair. A similar method of pay by the piece is referred to "by the job." The pay-by-the-job method is the amount of money received for doing a job which may require a short time to do such as mowing a lawn or installing a hot water tank, etc.

Salary - a given amount of money received for a given period of time, but not an amount by the hour. School teachers are an example of those who work for a salary.

Commission - a percent of the total amount received by the worker for goods sold or service performed. A number of salesmen get a base salary plus a commission for the products they sell. Lawyers receive some of their pay by commission or a percent of the money received by a client who sues someone else for money.

Dividend - the amount of money a person receives when sharing with others the profit made by the entire group. When two or more people work together to produce goods or services, they are usually called incorporated.

Interest - the amount of money received by one person for lending his money to someone else. Banks and loan companies receive their pay on loans in the form of interest.

Profit - the amount of money received after all expenses have been deducted. Workers who are self-employed and businesses receive pay from profits.

Pension - the amount of money a worker receives after he discontinues working because of age, illness, or working a limited period of time. Workers pay into a fund out of each paycheck so they can have an income when they retire from work. Social Security payments deducted from each paycheck is a way workers provide for an income after they discontinue working and reach a certain age (65 for men, 62 for women).

Fringe benefits - valuable items in addition to money which workers receive for work. Some common examples of fringe benefits received by workers are hospitalization insurance, discount prices for items a company handles, stock in the company, vacation leave with pay, free parking, furnished living quarters, free meals, free clothing, and many others.

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There are certain terms used to refer to the training that workers may receive from various occupations, such as apprenticeship, on-the-job training, vocational training, formal training, or college and academic training.

Academic training - training received in learning to read, write, spell, and work math as you have been doing in your class subjects. All occupations require a certain amount of academic training.

Vocational training - training received in learning a particular occupation such as operating a machine or how to be a nurse. The training is done by practicing with machines, tools, equipment, materials and work processes that are used in occupations. Career orientation is really vocational training about various occupations. Vocational training is offered in many local public schools and in many Vo-Tech Schools.

Apprenticeship training - training received by one who gets a job for minimum wages and works with already trained workers. The trained workers teach the apprentice how to do the various jobs. This kind of training is usually done with electricians, plumbers, tinsmiths, etc. The apprentice works as long as it takes him to learn the job or according to the time required to learn the job prescribed by the labor union. After a worker meets the requirements of an apprentice, he becomes a journeyman worker. An apprentice worker should require a written agreement from the employer to receive good training, fair wages, and wage increases.

On-the-job training - this training is similar to apprenticeship training, but it is not usually connected with labor unions. Many local public schools offer on-the-job training programs called cooperative education. Students in the 11th and 12th grades secure a job in their field of interest and work part-time while they attend school. They learn the job, get work experience, and earn money for advanced training.

Formal or college training - training received in an institution, often referred to as institute, college, or university.

Retraining - training needed by workers who need new information or new skills in their occupation. All occupations require retraining at some time or another. There are certain factors that change which cause occupations in which people work to change.

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The following terms are defined to describe factors that change:

Trend - the increase or decrease of employment in a certain occupation. Example: At present, the trend in construction occupations is increasing in employment, but the trend in agricultural occupations is decreasing in employment.

Outlook - this refers to the trend that is developing in occupations. When the trend is to increase in employment, the outlook is said to be good for getting a job in those occupations.

Dead-end jobs - jobs with a dim future and which may be discontinued. Workers will have to retrain for other occupations to replace the dead-end jobs.

Seasonal jobs - jobs that are available during a certain season of the year. Many farm jobs are seasonal and many recreational jobs are seasonal.

Technology - "know-how," new and better ways of doing things. Technology causes new jobs to become available and other jobs to dead-end.

Mechanization - to do certain jobs with machines. This produces new jobs and replaces old ones.

There are other factors you may know about (and their meaning) which help change occupations. Some are new inventions; new discoveries; diminishing supplies of natural resources such as petroleum, war, inflation, depression, tornados and floods, disease outbreaks; and many others. Can you add to the list?

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There are certain terms used to discuss the characteristics of people doing the work. These terms are defined as follows:

Talent - the ability of a person to do certain things. The easier a person can do a certain thing, the quicker it is said that he has a talent for it. However, a person with less talent for a certain job may still be able to develop his ability to do the job successfully.

Worker train - the quality of work done by the worker. The trait of a worker may be described as "sloppy" or "neat."

Worker coordination - the ability of the worker to use different parts of his body at the same time. A good driver of a car is one who can coordinate well. This applies to jobs.

Worker dexterity - the degree of skill a worker employs in using his hands or his mind.

Worker aptitude - the ability a worker possesses to do certain things. Orientation students need to determine what their interest may be for a career and then determine their aptitude for doing it. A person may have an interest to do a certain occupation but may find that his aptitude for doing it is too low to choose it as a career.

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Many terms are used to describe the type and kinds of work people do. Some of the terms are as follows:

Professional and managerial workers - these people usually have college degrees, but not always. They are the administrators in organizations and agencies; they make the policies which govern the organizations and agencies. Superintendents and principals in schools are administrators and a college degree is required. A manager of a store may not be required to have more than a high school diploma. Professional and managerial workers are sometimes referred to as white-collar workers.

Semi-professional and small business workers - people who have fewer responsibilities than professional and managerial workers. They may have only technical training for the occupation.

Skilled workers - those people who have mastered the skills required to do an occupation in the best manner. A carpenter is skilled when he can do all the things required of him in building a house well. These people are usually prepared first through apprenticeship training programs or vocational-technical school programs.

Semi-skilled workers - those who have had some training and can do certain jobs which require less skill than that of the skilled worker.

Technician - a person who works in a narrow field of jobs with a high degree of skill. A good example is a laboratory technician.

Unskilled workers - those people who have had no special training or education, and the occupations are very simple to do.

Blue-collar workers - this term is used to refer to all workers other than white-collar workers.

You will note in studying about workers and the type of work they do that the term relates the worker to the occupation. The names of most occupations refer to what the worker does in performing the occupation. For example, a worker whose occupation is welding is called a welder; a worker who nurses the sick is called a nurse, etc.

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In studying occupations, you will be concerned with the following terms:

Job entry requirements - all jobs are entered by workers who can meet certain requirements. Resource materials on occupations you choose to study in the 15 clusters following this unit will discuss the specific entry requirements and will include information on the type and amount of training needed, the physical requirements of your body, personal requirements, and job experience requirements. Some jobs require a written contract between the employer and the employee. School teachers are good examples of workers who have written contracts. Legal requirements are discussed as an entire unit in Chapter V of this guide. Legal requirements refer to laws which govern the minimum age of workers for certain jobs, and the minimum wage and work hours per week for certain jobs. Several other factors will be studied in this chapter.

Work environment - the surroundings in which an occupation is performed. The work environment may include a number of different kinds of environments for a given occupation. Work environment is more important to some workers than the wages received for the occupation. A worker who likes the environment of the forest might work in a forestry occupation for less money than he could earn in an office environment, or the reverse. Work environment includes such things as hot or cold; wet or dry; indoor or outdoor; quiet or noisy; clean or dirty; in the air or on the ground; under water or on the water surface; dark or light; dangerous or not dangerous; and many others.

Working conditions - the nature of the work such as pay schedule by the week or the month; work schedule--length of a work day, work week, or shift work; chance for advancement or promotion in salary or job; type of work performed--work on a constant pattern, work which provides a variety of experiences, work alone, work with others, meeting new people constantly, supervisory in nature, lifting, sitting, stooping, standing, or traveling. Working conditions like work environment is weighted very heavily by some workers in selecting a career. Some workers will remark about an occupation, "the pay is good, but I don't like ____________," and state one or more conditions.

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In studying the clusters of occupations, you will be doing simulated activities or role playing which means the activity in the class or laboratory will be as near like the real activity of a job as practical. You will also be provided "hands-on" activities which means about the same thing, except you will be using some real tools, equipment, machines, materials in work processes common to those used in some occupations in the cluster. This source of occupational information will be very useful to you in helping to decide on a tentative career. While working in the laboratory, you will gain experiences similar to working in real occupations. Remember the school is very similar to an industry --you as the worker, and the teacher as the employer giving the instructions for you to follow. You are paid in terms of grade points instead of dollars according to the way you do your job.

The 15 clusters of occupations are organized into study carrels. A study carrel is a place of study where all the materials you need to work with are located in the carrel. While studying the clusters of occupations, you will find different ways they are classified and will be able to find the information you need about any occupation no matter what system is used for the classification. The classification used in this study is the cluster system, and it contains 15 different clusters which represent the "world of work." You will be looking up information about various occupations in the Dictionary of Occupational Titles, (D.O.T.), and the classification in it is by categories. The following information will help you understand its organization:

1. Volume I of the D.O.T. has names and definitions of about 35,000 different occupations.
2. This book contains information on jobs which answers the questions of "what gets done?", "how it gets done," and "why it gets done."
3. The definition also provides information about the functions of the worker, aptitudes, interest, temperament, physical demands, and working conditions.
4. Classifications as to occupations and coding techniques--this material is taken from Volume II of the D.O.T.
   a. Occupational group arrangement (use the first three numbers of the six-digit code):
      (1) 0 and 1 -- professional, technical, and managerial
          2 -- clerical and sales occupations
          3 -- service occupations
          4 -- farming, fishing, forestry, and related occupations
          5 -- processing occupations
          6 -- machine trades occupations
          7 -- bench work occupations
          8 -- structural work occupations
          9 -- miscellaneous occupations
      (2) Occupational divisions -- total of 84 different divisions. This is the second number of the six-digit code.
      (3) Occupational groups -- total of 603 different groups. This is the third number of the six-digit code.
   b. Worker traits arrangement -- the last three digits of the six digit code are used to classify jobs as follows:
      (1) Fourth number -- relationship to data
      (2) Fifth number -- relationship to people
      (3) Sixth number -- relationship to things
5. Other general occupational classifications:
   a. Occupational Outlook Handbook -- jobs classified as to:
      (1) Nature of the work
      (2) Where employed
      (3) Training
      (4) Employment outlook
      (5) Earnings
      (6) Working conditions
      (7) Where to go for more information
   B. Vocational Education and Occupations -- this publication correlates D.O.T. job titles with the U. S. Office of Education Vocational program titles. Given a specific D.O.T. job title, one can determine the corresponding U. S. Office of Education classification, or vice versa. It also allows a teacher to determine which jobs -- classified in the D.O.T. --make up each of the vocational service areas.

Marketing
and
Distribution

UNIT 6. CLUSTER: MARKETING AND DISTRIBUTION

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

020.168	Quality-Control Engineer
020.168	Project Director, Business Data Processing
091.228	Commercial Teacher
299.138	Department Manager
142.031	Display Manager
132.088	Advertising Copy-Writer
020.168	Programmer, Chief, Business
184.168	Director, Program (Radio & TV)
050.088	Economist
050.088	Market Research Analyst
185.168	Store Manager
183.168	Supervisor (Foreman, Superintendent)
299.138	Retail Floor Manager
223.368	Wholesale Floor Manager
163.118	Sales Manager
164.118	Advertising Manager
920.132	Packaging Director
166.228	Training Supervisor
189.118	Research Director
299.138	Bureau of Standards Supervisor
929.138	Warehouse Manager
223.138	Stock Control Supervisor
163.118	Export Sales Manager
187.118	World Trade Manager: Chamber of Commerce
249.268	Interviewer or Survey Worker
205.368	Investigator
020.188	Statistician
029.088	Geographer
054.088	Psychologist and Sociologist
012.168	Systems Analyst
162.158	Buyer or Purchasing Agent
162.158	Assistant Buyer
162.158	Broker
185.168	Jobber
186.118	Custom-House Broker
142.081	Product Designer
142.081	Package Designer
185.158	Fashion Coordinator
164.168	Account Executive
141.168	Production Manager
166.228	Training Representative
090.168	Teacher

Level 2: High School Graduate or More

184.168	Traffic Manager
189.168	Director of Services (Maintenance)
020.188	Statistical Report Writer
202.388	Foreign-Language Stenographer
296.358	Shopper (Personal or Comparison)
164.068	Advertising Assistant
299.887	Sample Distributor
297.458	Demonstrator
297.868	Model
299.848	Promotion Character
299.368	Custom-Service Specialist
166.268	Recruiter
260.270	Salesman, Commodities

Level 2 (continued)

250.series	Salesman, Services
010.151	Sales Engineer
259.358	Field Contact Man
289.158	Manufacturer's Representative
163.158	Wholesale Field Representative
294.258	Auctioneer
185.168	Exporter
922.137	Warehouse Traffic Man
184.268	Freight Traffic Consultant
912.368	Transportation Agent
299.358	Bridal Consultant

Level 3. Less than High School

216.388	Tabulator
219.488	Foreign Clerk
216.388	Advertising Statistical Clerk
298.081	Display Man (Window Trimmer)
298.887	Billposter
970.381	Sign Writer or Painter
223.884	Sample Worker
293.358	Solicitor
292.483	Coin-Vending Machine Attendant
290.478	Stamp and Coupon Redemption Clerk
191.158	Pawnbroker
291.868	Peddlers
292.358	Routeman
290.478	Sales Clerk
299.887	Warehouseman (Stores Laborer)
222.387	Shipping or Receiving Clerk
223.387	Stock Boy
929.887	Material Handler
920.887	Hand Packager
920.885	Machine Packager
209.588	Marker
299.687	Inspector
316.884	Butcher
222.588	Traffic Clerk
919.883	Delivery Man
223.487	Mail Order Filler
299.468	Cashier-Checker
222.587	Distributing Clerk
222.138	Shipping Clerk
222.487	Weigher
222.368	Claims Clerk
222.478	Delivery Boy
222.883	Delivery Man
201.363	Secretary
203.588	Typist
206.388	File Clerk

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the student with an overview of the occupations within the Marketing and Distribution Cluster.

2. To provide the student with a realization that this cluster of occupations has varying levels for the ability of the worker and that the worker will need varying levels of formal education and/or vocational skill.

B. Suggested Teaching Activities:

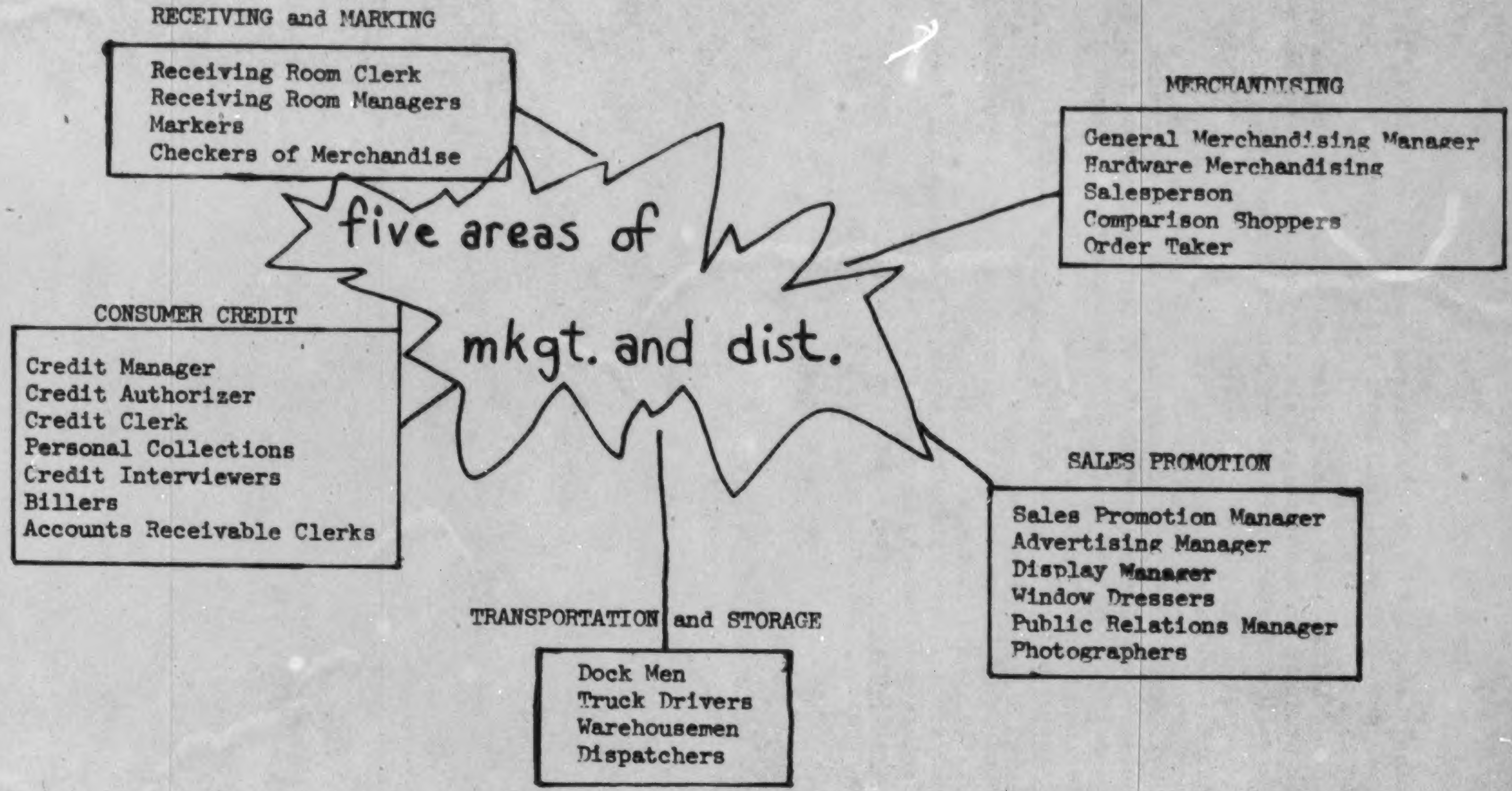
1. Define Marketing: [the field of marketing (sometimes called distribution) includes all the activities necessary to place consumer goods or industrial goods in the hands of ultimate users, called the consumers.

2. Using the breakdown of the various levels listed above, let students name jobs which would fall under each category and list these on the chalkboard.
3. Add additional jobs to their list and write these on the board.
4. Ask students to name individuals they may know personally who work in the various Marketing and Distribution occupations.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402: $6.75.
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.
3. An Analysis of the 15 Occupational Clusters Identified by the U. S. Office of Education. (Contact: Dr. Theodore M. Vestal, Director Coordinated Effort for Career Education, Grayson County College, P.O. Box 979, Denison, Texas 75020).
4. Occupational Exploration Kit, from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
5. Encyclopedia of Careers, William E. Hopke, Editor-in-Chief, Doubleday and Company, Inc., Garden City, N.Y. (Free).

Exploring the Marketing and Distribution Cluster



five areas of mkgt. and dist.

RECEIVING and MARKING

- Receiving Room Clerk
- Receiving Room Managers
- Markers
- Checkers of Merchandise

MERCHANDISING

- General Merchandising Manager
- Hardware Merchandising
- Salesperson
- Comparison Shoppers
- Order Taker

CONSUMER CREDIT

- Credit Manager
- Credit Authorizer
- Credit Clerk
- Personal Collections
- Credit Interviewers
- Billers
- Accounts Receivable Clerks

SALES PROMOTION

- Sales Promotion Manager
- Advertising Manager
- Display Manager
- Window Dressers
- Public Relations Manager
- Photographers

TRANSPORTATION and STORAGE

- Dock Men
- Truck Drivers
- Warehousemen
- Dispatchers

STUDENT SECTION - UNIT 6: MARKETING AND DISTRIBUTION CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Name the three educational requirements of the three levels and one occupation for each level.
2. Identify one person you know personally who works in an occupation in this cluster.
3. Identify five kinds of organizations or businesses where you would find people employed in Marketing and Distribution careers.

B. Pretest:

1. Identify from the following list, jobs that are in the Marketing and Distribution cluster by placing a check mark (✓) in the blank beside the job:

____ Department Manager
____ Packaging Director
____ Mechanic
____ Nurse
____ Stock Boy
____ Fireman
____ Package Designer
____ Artist
____ Salesman
____ Shipping & Receiving Clerk

2. Name the three educational requirements of the three levels and name one occupation for each level.
3. Identify one person you know who works in a Marketing and Distribution occupation, tell where he works, and explain briefly what he does.
4. Name five kinds or organizations where people are employed in Marketing and Distribution careers.

C. General Information:

The Marketing and Distribution cluster has three different levels that require different levels of education. People differ in their desire to meet the different educational requirements. These three levels are: Level 1, College Graduate or More; Level 2, High School Graduate or More; and Level 3, Less than High School.

All jobs within the cluster will fall under one of the three levels, depending on the amount of education and training needed for each job.

Jobs in Level 1 require the most education and training. College and perhaps graduate school is required to enter a job on this level. Under this level we have the *economist*. An economist studies problems and policies related to the production, distribution, consumption, and the payment for goods and services. A person in this occupation develops and conducts various types of research such as how well men make a living, obtain food, build shelters, offer services, and conduct their recreation.

Jobs in Level 2 require that you have a high school diploma or some special training and perhaps some college education. Under this level we have the *traffic manager*. The traffic manager is concerned with the science of distribution. This person directs the shipping and receiving of goods in the company; investigates claims for delays, or damages in shipments; and must fit production schedules to match shipping schedules in manufacturing plants.

Finally, jobs in Level 3 require less than a high school education and some training in an apprenticeship program or in a special school. Under this level we have the *distribution clerk*. Such a clerk assembles and routes various types of printed material; also, assembles a specified number of forms and manuals for each addressee, as indicated by distribution sales.

One of every three people in the work force is employed in marketing and distribution. This means that approximately 27 million people work in a sales or a sales-supporting capacity in distributive industries such as apparel and accessories businesses, general merchandise retailing, automotive and petroleum businesses, transportation firms, service organizations, farm and garden supply stores, hardware stores, home furnishing stores, and food stores. These marketing jobs are diverse, with each major industry-group having its own technical and work requirements. A good deal of job research has been performed, and information is now available that makes it possible to classify these jobs in terms of their complexity and involvement in working with people, with data, and with equipment.

The young worker seeking a first full-time job in marketing can make a more intelligent career selection if the necessary facts are available to help match interests and aptitudes with the performance requirements of the available jobs. These facts include: (1) a knowledge of self, including special interests and abilities; (2) an identification of the major families of jobs within each distributive industry; (3) the technical and worker requirements associated with these jobs; and (4) the natural path of job progression into supervisory and management positions.

D. Review:

1. Name five jobs that would fall into the Marketing and Distribution area of work.
2. Name the educational requirements of each level of preparation.
3. Name one person you know who works in the Marketing and Distribution field and tell something about his job, duties, and responsibilities.

E. Post-Test:

Same as pretest.

UNIT 6A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE MARKETING AND DISTRIBUTION CLUSTER

TEACHER SECTION:

A. ***Teacher Objectives:***

1. To provide opportunities for students to understand the relationship of the following factors within the cluster:
    a. The importance of the occupation within the cluster to our economy.
    b. The geographic location and mobility of occupations within the cluster.
    c. The employment trends, outlook, and ca[illegible] for them in these occupations.
    d. The physical requirements, job-entry requirements, skill requirements, and nature of the work.
    e. The general working conditions and environmental conditions of these occupations.

B. ***Suggested Teaching Activities:***

1. Define *marketing*. [Marketing consists of those activities that take place in getting goods and services from the producer to the consumer.]
2. Discuss the following terms with the students (refer to the general information section--student section--of this unit) for the meaning of these words:

    consumer
    producer
    channel of distribution
    buying
    middleman
    industrial sales
    receiving and marking
    retailer
    wholesaler
    retail selling
    wholesale selling
    salesperson
    warehousing
    selling cycle

3. Present the "Producer to Consumer" flow chart. (See chart at end of this unit -- student section.)
4. Discuss the five basic areas of marketing and discuss specific jobs from each of the five areas. (Ask students for examples of parents' occupations.)
5. Ask students to bring to class items illustrating some phase of marketing. Use these items to make a bulletin board or a table display (*Examples:* price tag from clothing, sales slip, real estate advertisement from newspaper.)
6. Ask a resource person to discuss the specific jobs available in each of the marketing areas within a firm.
    (Preferably this would be a person from a large business, such as: Penney's, Sears, Montgomery Ward.)
7. Point out that the required education and training depends upon the type of marketing activity in which a person intends to engage.
8. Discuss the basic skills needed for any person engaged in selling.
9. Discuss basic knowledge needed for any person employed in selling.
10. Go over additional knowledge needed for persons engaged in retail selling.

11. Instruct students to write letters to various companies requesting information in regard to fringe benefits and wage scale of certain workers in this cluster. Each student may select a job in the cluster and write a letter to a company of choice.
12. Let students construct a bulletin board of a map of the area. Divide the class into various committees with each group responsible for a portion of the mapped area. Each group should do research to find out how many businesses employ people in marketing and distribution jobs that are located in their portion of the city. When students complete their research, they should report to the class their findings and label these on the bulletin board map. The students may also engage speakers from selected businesses.
13. Discuss with students the importance of these occupations to our economy.
14. Discuss with students the different types of sales jobs. Have a retail sales clerk, a real estate salesman, an advertising salesman, a door-to-door salesman, an insurance salesman, and a ticket salesman to talk to students about careers in selling. Let students decide on a product that they would like to sell. Give them enough time and information about sales work to discover the many items that can be sold. Students should be given information on the personal characteristics necessary for a salesman. Ask students to prepare a sales talk using visual aids. To do this, students should visit different stores and obtain sample items; for example, carpet samples, information about a particular car, brochures on a line of insurance, etc. Students should learn enough about the product to be able to give a simulated sales talk and illustrate or demonstrate the item.
    (If it could be arranged for different sections of the seventh grade or elementary students to visit the career orientation classes, the orientation students could present individual "sales" talks to the younger students trying to sell them the idea of taking the orientation course. Each orientation student could be assigned a seventh-grader to try to "sell" the class. A simple form could be prepared for each orientation student and on the form could be a place for his name and the person he presented his "pitch" to. Finally, the seventh-grader could either mark on the form "yes" if he were sold on the course or "no" if he were not.)
15. Have students collect newspaper articles and want ads that contain examples of jobs in this area or information about this cluster and jobs in the cluster. They may also obtain references from industrial research, libraries, television, and radio. They may also use the school counselor, personnel from employment agencies, the U. S. Department of Labor, and the U. S. Government Printing Office in collecting their information. When the students have collected all of their information, a class discussion should be conducted concerning the geographical locations and changes and also the environmental differences between jobs in this cluster. The students could also collect information and give reports concerning the employment trends, outlook, and cause for them in these jobs. A committee could also survey the community job changes in this cluster and make a list of new jobs that have developed in the community in the last ten years (in the Marketing and Distribution cluster). The students could prepare a bulletin board display showing changes in this cluster. This

activity will help inform the students of changes in jobs in the Marketing and Distribution cluster and that these job changes may bring about environmental and social changes that require ability to adjust.

16. Divide the class into several small groups. Each group is to select a product--a loaf of bread, a book, a pair of shoes, a candle, or whatever--and trace the steps in the production and distribution of the commodity. Have each group select a chairman or leader to coordinate the study. Work with the members of each group as they identify the stages of manufacturing, from raw materials to product, and trace the stages of distribution. Guide them in developing a sequential list of occupations involved in carrying out these processes. When the groups have assembled a satisfactory amount of data, suggest that they work together to create a graphic display of their findings. Describe and demonstrate techniques for creating a "people pyramid mobile." *(Refer to the student section for an example of a people pyramid.)* When the pyramids have been developed and displayed, invite researchers to pantomine the work of persons in each career involved in producing their product. Have classmates guess what career is being depicted, point out its location in the pyramid, and question the pantomimist about his job. How is it important to the production of the product? What skills, abilities, and interests does the job require? What satisfactions and dissatisfactions might the worker experience? What other products might the worker help create? What is the importance of the occupation to our economy?
17. Have students write an advertisement for the product they chose in activity #16 above.
18. Ask the Distributive Education coordinator in your school (if one is employed) to talk to the class about jobs in this cluster.
19. Assign students to interview parents in regard to the amount of income spent on groceries; also, the amount spent today compared to that spent a few years ago. Have students as a class make out a grocery list, including sizes and amounts. Make sure that the list contains items needed for the actual management of a household. Divide the class into four groups and take students on a field trip to a grocery store. Arrange with the manager to explain his job, how his firm hires employees, fringe benefits, salary range, show students a time clock and data-processing order machine; introduce meat manager, dairy man, produce manager, and food clerk who will explain their jobs; introduce checker who will demonstrate checking of groceries and a sacker who will show correct way to package groceries. When this is completed, let the four groups of students price the items on their list. Students should be told to write down the brand name, where it was packed, and price for the product that they feel is the best buy. For example, the item might be a 12-oz. can of corn for 27 cents, or a 12-oz. can of corn priced at two cans for 50 cents. The student must make a decision as to which is the best buy. Upon return to the classroom, the groups should get a total of what the groceries will cost, and the group of students that is able to buy the groceries for the smallest amount is the winner of some real prize donated by the groceryman.
20. Design a sales slip exercise for the students to complete. *(Refer to student section of this unit for example.)*

21. Design a short exercise on figuring out the total cost of items. For example, 2 pkgs. of potato chips @ 59¢ is ______, 4 record albums @ $4.38 is ______, etc.
22. Discuss the project -- "The Fudge Factory." List jobs needed in the classroom fudge factory and discuss the duties of each job. The factory should be set up as an assembly line and the number of jobs you have will depend upon the number of students in your classroom. Organize a Sales Department who will work on selling techniques in class. The actual selling will take place the next day after the fudge is made. An Advertising Department will make posters and write a school newspaper article concerning promoting the sale of the fudge. Money will be counted and turned in at the end of the selling class period to the Finance Department, who will keep a record of fudge sold and the amount of money paid. If possible, invite a guest speaker to discuss selling techniques. This activity will take at least two days, one day to make the fudge and the next day to sell the fudge. If at all possible, let each student have a specific job duty in the actual making of the fudge and also a duty in selling the fudge. Each student should study the fudge recipe.

NO-BAKE FUDGE

1 8-oz. pkg. cream cheese
6 cups confectioners' sugar
dash of salt
1 tsp. vanilla
1/2 cup cocoa
butter

Lightly butter a 9-inch square pan. Have cream cheese at room temperature. Place cheese in a large bowl and work with spoon until smooth and soft. Slowly stir in confectioners' sugar, salt, and cocoa. Add vanilla. Press into pan and chill. Makes 24 servings.

Most of the cooking utensils and fudge ingredients can be obtained free from the school cafeteria. The home economics teacher might speak to the class. She may tell about jobs in the cooking area and also demonstrate the correct ways to cook and measure ingredients. Each person or group carries out various aspects of production. Role play is done to begin the process. For example, a customer calls the company to order some fudge or a salesman talks to a store manager to sell his product to that store. The order is then processed through the office and is sent to the production line. When the fudge is made it could be stored in the cafeteria refrigerator. The next day, the fudge should be individually wrapped and then the selling begins. It could be sold between classes or it might be arranged for groups of orientation students to visit classrooms and sell their product. All students selling the fudge should be supplied sales slips and they should fill out a slip each time a sale is made. This will give the students experience in filling out a sales slip and it also aids in keeping accurate records of the fudge sold and money made. On the third day the students and teacher should evaluate the factory and discuss the various jobs done.

C. References:

1. *Filmstrips* -
    a. Classroom World Productions, Educator's Service Center, Inc., 1100 West Capitol, P.O. Box 203, Little Rock, Arkansas 72203.
        "The Secret of Low Pressure Salesmanship"
        "The Sales that Turned the Tide"
    b. Singer-SVE, 1345 Diversey Parkway, Chicago, Illinois 60614.
        "Job Opportunities in a Department Store"
        "Job Opportunities in a Supermarket"
            (filmstrip, cassette, and guide)
    c. Eye Gate, 146-01 Archer Avenue, Jamaica, N.Y. 11435.
        "Real Estate Sales," Parts I & II
        "Working in a Service Station"
        "Working in a Supermarket"
        "Going into Business"
            (filmstrip and cassette)
    d. Gregg McGraw-Hill, Gregg Division, 680 Forrest Road, N.E., Atlanta, Georgia 30312
        "Retail Salesperson"
            (filmstrip and cassette)
    e. Edu-Craft, Inc., Venoyer-Geppert, 5235 N. Ravenswood, Chicago, Illinois 60640.
        "Service Station Workers"
        "Supermarket Workers"
            (filmstrip and cassette)
2. *Slides* -
    a. Fairchild Publications, 7 E. 12th Street, New York, N.Y. 10002.
        "Successful Selling Ideas"
        "Basic Rules of Selling"
3. *Transparencies* -
    a. 3M, Visual Products Division, 3M Center, St. Paul, Minnesota 55101.
        "The Roles of Habits on Management"
        "Human Resources and Personal Development"
    b. Colonial Films, Inc., 752 Spring Street, N.W., Atlanta, Georgia 30308.
        There are 21 folders and they are all concerned with Selling and all its aspects.
    c. United Transparencies Incorporated, P.O. Box 688, Binghamton, New York.
        An entire series concerning selling, your attitude and personality in dealing with the customers. The series also has some transparencies dealing entirely with the customer.
4. *Cassettes* -
    a. Wilson Educational Cassettes, H. W. Wilson, 950 University Avenue, Bronx, N.Y. 10452.
        Exploring the World of Work Series
            "Persuasive Interest Occupations"
            "Sales Advertising Reporter"

b. Classroom World Productions, Educator's Service Center, Inc.,
1100 West Capitol, P.O. Box 203, Little Rock, Arkansas 72203.
"Salesmanship--Creative Salesmanship," Parts 1, 2, 3, 4.
"Salesmanship Listening Prospective," Parts 1, 2, 3, 4.
"Salesmanship Approach," Parts 1, 2, 3, 4.
"Salesmanship Prospect Analysis No. 1," Parts 1, 2, 3, 4.
"Salesmanship Care & Feeding of Customers," Parts 1, 2, 3, 4.
"Salesmanship Communications," Parts 1, 2, 3, 4.
"Salesmanship--What It Takes to Make Em Buy," Parts 1, 2, 3, 4.

c. Educational Research, Inc., Consolidate Wholesale Sale,
614 E. Markham, Little Rock, Arkansas.
"Cashiers"

5. *Booklets* -

a. SRA, Science Research Associates, Inc., 259 East Erie St.,
Chicago, Illinois 60611.
A set--Family Series Booklets
Jobs in Selling
Jobs in Clerical Work
Jobs in Publishing
Electronic Data Processing

6. *Books* -

a. Gregg Company, 680 Forrest Road, N.E., Atlanta, Georgia 30312.
Careers in Marketing by Bikkir. Price $2.01.

b. SRA, Science Research Associates, Inc., 259 East Erie St.,
Chicago, Illinois 60601.
Jobs in Selling, 1965. Price $1.40.

c. Career Programs, General Learning Corporation, Morristown,
New Jersey 07960.
Career Education Resource Guide by Louise J. Keller

d. Gregg McGraw-Hill, Gregg Division, 680 Forrest Road, N.E.,
Atlanta, Georgia 30312.
Occupations and Careers by S. Norman Ferngold and Sol Swerdloff.

e. James Dasher, Arkansas State Department of Education, Division
of Vocational, Technical, and Adult Education, Arch Ford Education
Building, Little Rock, Arkansas 72201.
A Digest of Resource Activities for Career Education

7. *Film* -

a. State Department of Education Film Library, Arch Ford Education
Building, Little Rock, Arkansas 72201.
"Careers in Sales--The Joys of Selling," 6484

For additional materials, refer to the Distributive Education and Vocational Orientation sections of the approved list for free text and instructional materials of the Arkansas State Guide for Practical Arts.

STUDENT SECTION - UNIT 6A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE MARKETING AND DISTRIBUTION CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. List three personal qualifications needed to succeed in a Marketing or Distribution career.
2. Relate the importance of this cluster of occupations by listing at least five ways they contribute to current needs.
3. Give specific locations of five occupations in this cluster.
4. Discuss the trends and outlook for at least two occupations within the cluster.
5. Discuss the physical requirements, job-entry requirements, skill requirements, and the nature of work for two occupations in this cluster.
6. Discuss the working conditions and environmental conditions of at least two occupations within the cluster.

B. Pretest:

Answer T (true) or F (false) each of the following:

( ) 1. A wholesaler buys goods in large quantities from a producer and sells them in smaller quantities to retailers.
( ) 2. The longest trade channel is from producer to consumer.
( ) 3. The personal appearance of a salesperson is unimportant.
( ) 4. A lack of knowledge about merchandising on the part of the salesperson might cause a sale to be lost.
( ) 5. All customers should be handled in the same manner by the salesperson.
( ) 6. Middlemen are final users of goods.
( ) 7. A sales slip indicates the items bought and the cash price paid.
( ) 8. A consumer need not learn about goods since he should rely on what the salesperson tells him.
( ) 9. The working environment of these jobs will depend upon the specific job and its location.

ANSWERS: 1. T
2. F
3. F
4. T
5. F
6. F
7. T
8. F
9. T

10. Select (✓) the areas which make up the marketing cluster.

a. transportation and storage
b. consumer credit
c. delivery services
d. merchandising
e. technical distribution
f. sales promotion
g. receiving and marking
h. production services
i. consumer administration

(Answers: d,f,a,g,b)

11. Select four basic skills needed for any person engaged in selling:
    a. Ability to follow directions
    b. Ability to set up unit control records
    c. Ability to perform simple mathematical computations
    d. Ability to write credit letters
    e. Ability to typewrite
    f. Ability to use a dictaphone
    g. Ability to use the telephone for selling purposes
    h. Ability to keep records
12. Select five occupations in this cluster
    a. Department Manager
    b. Sales Manager
    c. Dancer
    d. Warehouseman
    e. Construction Foreman
    f. Credit Clerk
    g. Salesperson
    h. Draftsman
    i. Dietician
    j. Credit Interviewer
    k. Biologist
    l. Traffic Manager
    m. Display Manager
13. Name five ways jobs in this cluster contribute to your needs.
14. Select two occupations in this cluster and discuss the employment outlook for these jobs.
15. Select one occupation in this cluster and tell about the working conditions and working environment of the job.
16. Choose one job in this cluster and tell about the physical requirements, job-entry requirements, and duties of the job.

C. General Information:

Marketing is a vast and dynamic field that provides employment to one out of every three people in the United States work force. There is hardly any human aptitude that is not utilized at one point or another in the marketing process.

The field of marketing (sometimes called distribution) includes all the activities necessary to place consumer goods or industrial goods in the hands of their ultimate users, called the consumers. Marketing also includes the servicing of goods after they have passed into the consumer's possession and the providing of intangible goods to consumers. Examples of intangible goods are insurance, goodwill, and banking services.

Marketing includes both selling jobs and sales-supporting jobs. It includes all phases of retailing, which is the sale of goods to the ultimate consumer--the person or company that actually uses them. It includes all phases of wholesaling, which is the sale of goods to the retailer for resale to the ultimate consumer. Marketing covers the service occupations, including the hotel, motel, restaurant, and tourist industries. It includes the transportation of goods from the production line to the marketplace and then to the consumer. It also includes all the activities of manufacturers and producers that do not form a direct part of the actual production process. For example, all advertising--whether it is done by a retailer, a wholesaler. a manufacturer, a mining company, or a farmer--is a form of marketing.

There are five basic areas of marketing in which a person might be employed. These five areas are merchandising, sales promotion, transportation and storage, receiving and marking, and consumer credit.

There are several words to know in the study of Marketing and Distribution jobs:

Consumer - anyone who uses goods and services.
Producer - one who grows, manufactures, or makes goods, or provides services.
Channel of distribution - the route or path a product takes on its way from the producer to the consumer.
Buying - obtaining goods from producer or supplier for resale.
Middleman -all persons or businesses that move goods from producers to the consumers.
Retailer - a middleman who sells directly to ultimate consumers (final consumers).
Wholesaler -a middleman who buys goods in large quantities from producers and sells them in smaller quantities to retailers.
Retail selling - sales made to the ultimate consumer (final users) of a product.
Wholesale selling - sales made by a wholesaler to retailers.
Salesperson - a person who is trained to sell goods or services.
Warehousing - deals with the storage of goods.
Industrial sales - one industry sells to another.
Reciving and marking - processing of goods from time they enter store until they are ready for sale.
Selling cycle - the five steps in the selling process include: attract attention, arouse interest, create desire, convince, and obtain action.

The basic skills needed for a person engaged in these occupations are ability to follow directions, ability to perform simple mathematical computations, record-keeping or accounting, use of telephone, and social skills (including good grooming).

The basic knowledge needed to successfully perform the job is composed of communications ability, understanding of human and public relations, customer's buying motives, product qualities and advertising. Additional knowledge might also be needed in credit and collections, receiving and marking merchandise, inventory, and stock control.

It is important for every employee to be competent for the job. To be competent means that an individual's abilities fit the minimum requirements of a job or task. How well you are qualified for a particular job can be measured in terms of the following competencies: your aptitudes, your determination, your intelligence, your physical makeup, your temperament, your character, and your personality. Each of these competencies is important because together they make up the person you are. While role playing in various activities in the study of this cluster you will simulate the above characteristics as they relate to real life situations.

D. Review:

1. Name five basic skills a person should possess if interested in entering the Marketing and Distribution area.

2. In what way do jobs in this cluster contribute to your needs?

3. Can you choose two occupations in this cluster and discuss the employment outlook, working conditions, working envrionment, the physical requirements, and duties?

E. Post-Test:

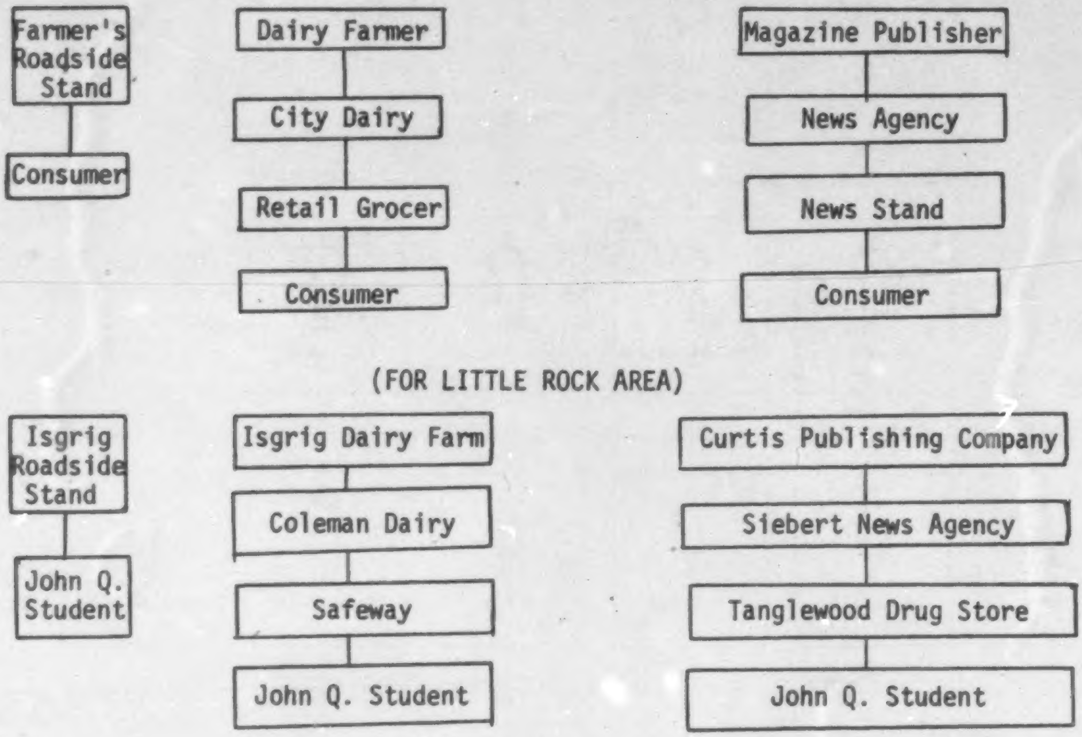
Same as pretest.

CHANNELS OF DISTRIBUTION
(Producer to Consumer Flow Chart)

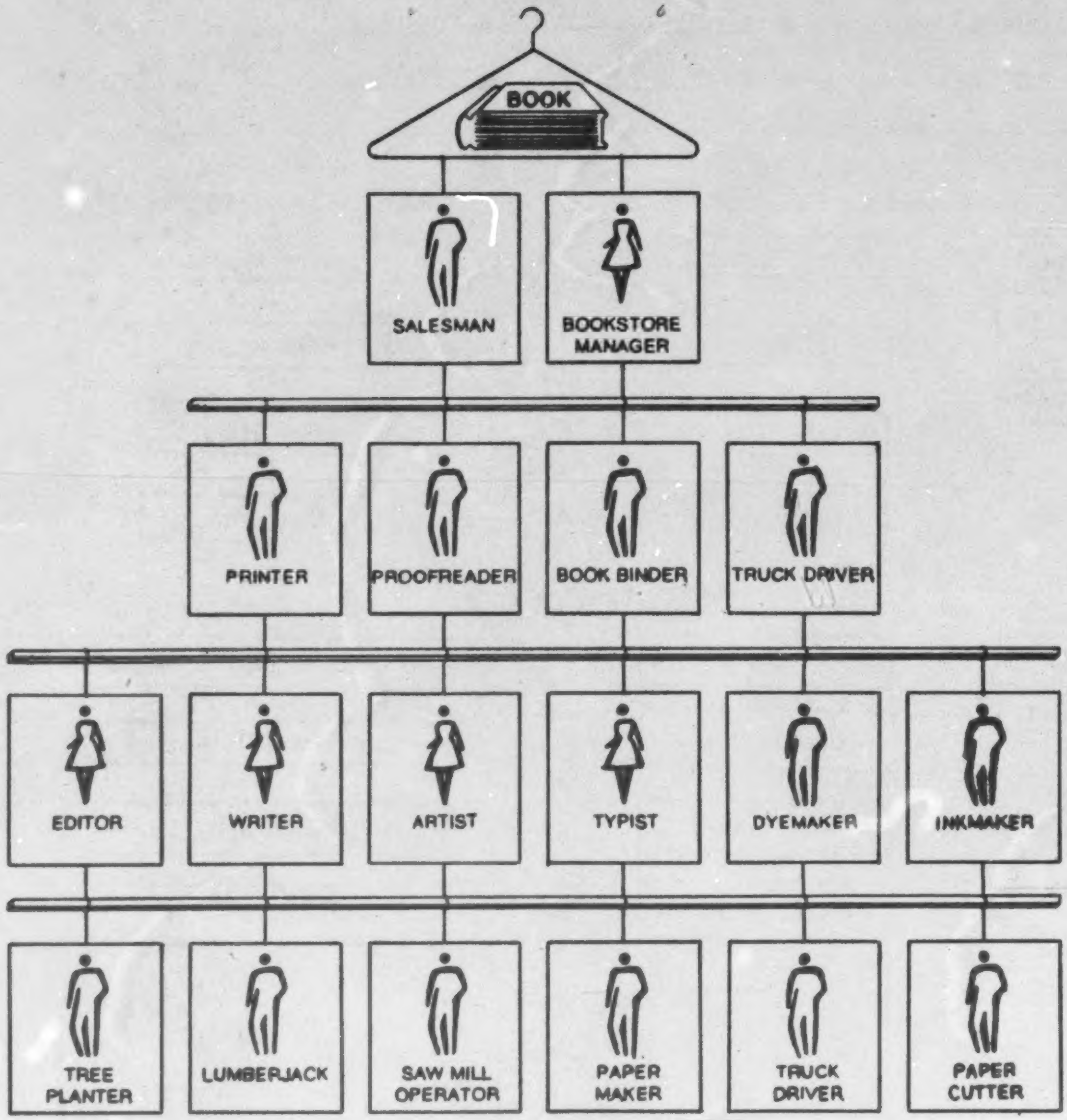
1. PRODUCER → CONSUMER
2. PRODUCER → RETAILER → CONSUMER
3. PRODUCER → WHOLESALER → RETAILER → CONSUMER

TRADE CHANNEL FOR MILK

TRADE CHANNELS FOR MAGAZINES


Farmer's Roadside Stand
Consumer
Dairy Farmer
City Dairy
Retail Grocer
Consumer
Magazine Publisher
News Agency
News Stand
Consumer
(FOR LITTLE ROCK AREA)
Isgrig Roadside Stand
John Q. Student
Isgrig Dairy Farm
Coleman Dairy
Safeway
John Q. Student
Curtis Publishing Company
Siebert News Agency
Tanglewood Drug Store
John Q. Student

PEOPLE PYRAMID


BOOK
SALESMAN
BOOKSTORE MANAGER
PRINTER
PROOFREADER
BOOK BINDER
TRUCK DRIVER
EDITOR
WRITER
ARTIST
TYPIST
DYEMAKER
INKMAKER
TREE PLANTER
LUMBERJACK
SAW MILL OPERATOR
PAPER MAKER
TRUCK DRIVER
PAPER CUTTER

SALES SLIP

1. James Carson who lives at 8873 West Walker Street, Little Rock, Arkansas, bought some merchandise today.
2. James bought 3 tapes and 1 LP album.
3. Tapes cost $2.59 and LP albums cost $3.98.
4. List the items purchased on the sales slip
5. Subtotal the sales slip.
6. Figure a 10% discount and subtract it before you figure tax.
7. Figure a 3% sales tax.
8. Show the total amount James owes at the bottom of the sales slip.

OC RECORD-DISC CO.

NAME ____________________

ADDRESS ____________________

DATE

DESCRIPTION	UNIT	AMOUNT

STOCK CARD

1. You work for OC Record-Disc Company as a stock clerk. Fill in on the stock card the number of items received in the stockroom and issued to the selling area.
   - (a) On 11/1 show a balance of 72
   - (b) Received 11/3 60
   - (c) Issued 11/4 24
   - (d) Issued 11/25 12
2. Is it time to reorder?

STOCK CARD NO. 103

ITEM #3724 REC. TAPE

MIN. 50 MAX. 150

Date	Number Received	Number Issued	Balance

FIVE BASIC AREAS OF MARKETING

AREA	JOBS
MERCHANDISING	General Merchandising Manager
	Hardware Merchandising
	Women's Merchandising Manager
	Salesperson
	Comparison Shoppers
	Order Taker
SALES PROMOTION	Sales Promotion Manager
	Advertising Manager
	Display Manager
	Window Dressers
	Public Relations Manager
	Photographers
TRANSPORTATION AND STORAGE	Dock Men
	Truck Drivers
	Warehousemen
	Dispatchers
RECEIVING AND MARKING	Receiving Room Clerk
	Receiving Room Managers
	Markers
	Checkers of Merchandise
CONSUMER CREDIT	Credit Manager
	Credit Authorizer
	Credit Clerk
	Personal Collections
	Credit Interviewers
	Billers
	Accounts Receivable Clerks

UNIT 6B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN MARKETING AND DISTRIBUTION

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research a variety of sources for complete information on at least two occupations within the cluster.
2. To guide students in assessing occupational information.
3. To guide the student in writing a tentative favorable or unfavorable decision, giving reasons based on the major factors considered.

B. Suggested Teaching Activities:

1. Provide students with form to collect occupational information. (Refer to Appendix I for standard form.)
2. Have students select, according to choice, two occupations from the cluster for research of complete information and write a tentative favorable or unfavorable decision.
3. Use evaluation form (Appendix J) for evaluating "hands-on" activities.

C. References:

1. "The Career Game," (game set) Educator's Service Center, 1100 W. Capitol, Box 203, Little Rock, Arkansas 72203. Price - $78.50.
2. Marketing and Distribution, Second Edition, (1974), Merson, Ross, and Rath. Text, Project Activity Guide, Teacher's Manual and Key. McGraw-Hill Book Company, Gregg/Community Division, 1221 Avenue of America, New York, N. Y. 10020.
3. Refer to Reference Section of other units of this cluster for additional materials that can be used in this unit.

STUDENT SECTION - UNIT 6B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN MARKETING AND DISTRIBUTION

A. **Student Behavioral Objectives:**

Upon completion of this unit, the student will be able to:

1. Give two reasons why the two occupations selected for research are favorable or unfavorable for a career choice.
2. Identify the basic factors to consider about yourself when selecting an occupation to study.
3. List at least four sources that can be used to secure information about an occupation.
4. Provide from your notebook, information collected on two specific occupations.

B. **Pretest:**

The pretest is not considered an essential part of this unit of study.

C. **General Information:**

There are basically four sources that can be used to find information about occupations: (1) printed materials, visual materials - including on-sight observation; (2) audio materials, including interviews; (3) hands-on-activities with materials, machines, tools, equipment; and, (4) work processes. Other sources include teachers, counselors, pamphlets, books, films, filmstrips, tapes, slides, persons working in an occupation, employers, counseling agencies, state and federal government agencies, Chamber of Commerce, *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, and various career bulletins.

When evaluating and researching the two occupations, use as many of the different sources of information as possible. Not only should you read printed materials, but also talk with workers in the occupation, view audio visual materials, and consider your interests and performance while doing the various hands-on activities, problems, and exercises in the cluster.

When exploring an occupation, consider interest, ability, achievements, education, training, and experience needed.

There are many things to know about an occupation. Some of these are as follows:

1. Working conditions
2. Description of work involved
3. Hours of work
4. Abilities required
5. Earnings
6. Personality required
7. Education and training required
8. Cost of education & training
9. Where 8 above can be acquired
10. Advantages
11. Disadvantages
12. Outlook for future trends
13. Advancement possibilities
14. Demand for workers
15. Health and safety aspects
16. Contributions to society
17. What the occupation requires
18. Location of occupation
19. Amount of travel required
20. Initial capital required
21. Cost of living
22. Safety factors

There is no one best way to study occupations. Try to take advantage of all methods that are available. Studying occupations can open new career doors. It can be a lifelong stimulating challenge because occupations, like people, are changing. Keeping informed may make the big difference both today and tomorrow. Keep in mind that you will spend most of your life in an occupation.

D. Review:

1. Name three reasons why the two occupations you selected for research are favorable or unfavorable for your career choice.
2. What are some factors you should consider about yourself when choosing an occupation to study.
3. Name at least five sources that can be used to find information about an occupation.

E. Post-Test:

1. Name the factors about an occupation you would like to explore further.
2. Why is it important that you explore several occupations before making a tentative choice for further study?
3. How do you explore an occupation that interests you? Name five sources you may use.
4. What factors should you consider when learning about and exploring each occupation within a cluster? (Name three.)
5. Give two reasons why the two occupations selected for research are favorable or unfavorable for your career choice.

Communication
and
Media

UNIT 7. CLUSTER: COMMUNICATION AND MEDIA

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

003.081	Electronic Engineer
	Radar Engineer
	Antenna Engineer
	Television Engineer
	Radio Research Engineer
	Audio Engineer
	Acoustical Engineer
	Sound Engineer
	Telegraph Engineer
	Division Engineer
	Equipment Engineer
	Line-Const. Engineer
	District Engineer
	Telecommunications-Service Engineer
003.187	Radio Engineer
012.180	Quality-Control Engineer
132.068	News Specialist, Syndicate
132.068	Columnist
132.038	Editor, Department
132.068	Editor, Book
131.038	Editor, Scenario
131.088	Scenario Writer
131.088	Continuity Writer
131.088	Gag Writer
131.088	Title Writer
131.088	Reader
168.168	Manager, Customer Service
184.168	Manager, Telegraph Office
184.168	Manager, Traffic I
184.118	Operations Manager
184.118	Revenue Settlements Administrator
139.088	Editor, Greeting Card
149.031	Director, Art
152.048	Director, Music
159.268	Director, Casting
191.168	Director, Location
003.187	Transmission Engineer
	Electrical Transmission Line Engineer
	Transmission and Coordination Engineer
132.018	Editor, In Chief
	Editor, Departments
132.268	Reporter
	Correspondent
	Feature Reporter
137.268	Interpreter
137.288	Translator
139.288	Technical Writer
184.118	Superintendent, Communications
152.048	Musician, Instrumental
	Singer
152.088	Composer
130.088	Lyricist
152.088	Arranger
159.168	Artist and Repertoire Man
152.048	Director, Music
131.038	Editor, Continuity and Script
	Editor, News
159.148	Announcer

Level 2: High School Graduate or More

165.068	Public Relations Man
184.118	Director, Public Service
	Station Manager
	Director, International Broadcasting
	Manager, International Division
	Operations Manager
	Revenue-Settlements Administration
	Cable Foreman, Supervising
	Communications Superintendent
	Operations Director
824.138	Electrician, Chief
969.261	Costumer
346.878	Stand-By
332.138	Supervisor, Costumes
	Supervisor, Make-Up
346.381	Wardrobe Speciality Worker
193.168	Control Supervisor
184.118	Director, Program
	Director, Broadcast
	Production Chief
	Director, Sports
	Manager, Telegraph Office
	Traffic Chief
	Traffic Superintendent
184.168	Testing and Regulating Chief
	Traffic Chief, Radio Dispatcher
169.168	Administrative Assistant
132.081	Supervisor, Publications
	Director, Publications
	Publications Officer
	Supervisor, Manuals
183.118	Production Superintendent
187.168	Manager, Front Office
193.168	Control Supervisor
	Watch Supervisor
	Supervisor, Field Broadcast
	Radio Chief
	Supervisor, Radio Communications
168.168	Regulatory Administrator
186.168	Building Supplies and Motor Vehicle Supervisor
184.168	Testing and Regulating Chief
	Superintendent, Station
957.138	Control Room Technician Supervisor
194.168	Sound Effects Supervisor
207.138	Chief Clerk, Print Shop
223.138	Stock Supervisor
231.138	Mailing Supervisor
	Foreman, Mails
235.138	Central Office Operator
	Private Branch Exchange Service Advisor
912.368	Airplane-Dispatch Clerk
919.168	Dispatcher, Motor Vehicle

Level 3: Less than High School

003.081	Radio Technician
	Electronic-Communications Technician
003.181	Electronic Technician
003.187	Radio Operator
132.288	Book Critic
	Copy Reader
	Proofreader
141.081	Cartoonist
139.088	Crossword Puzzle Maker
143.062	Television and Radio Cameraman
193.168	Airplane-Radio Operator
	Air-Traffic Control, Tower
	Airport Control Operator
	Flight-Control-Tower
193.282	Radio Officer
	Radio Station Operator
	Radiotelegraph Operator
	Telegraph Man
209.688	Braille Proofreader

OCCUPATIONS REQUIRING VARIOUS LEVELS OF JOB PREPARATION AND EXPERIENCE

193.282	Radio-telephone Man
	Phone-circuit Operator
	Radio-telephone-technician Operator
193.382	Photo-radio Operator
	Facsimili Operator
	Radio-Photo Technician
194.281	Sound Effects Man
194.282	Sound Mixer
194.382	Sound Cutter
194.782	Playback Man
194.382	Recording Machine Operator
201.368	Secretary
202.388	Stenographer
203.588	Telegraphic-Typewriter Operator
	Typist
206.388	File Clerk
207.782	Offset-duplicating Machine Operator
208.588	Transcribing Machine Operator
209.388	Clerk-Typist
209.488	Invoice Control Clerk
209.588	Price Clerk
209.688	Proof Reader
215.388	Bookkeeping Machine Operator
222.138	Shipping Clerk
222.387	Shipping and Receiving Clerk
231.588	Mail Clerk
231.687	Express Manager
231.638	Distribution Clerk
232.368	Post Office Clerk
233.388	Mail Carrier
234.88	Envelope Sealing Machine Operator
234.862	Switchboard Operator
	Information Operator
	Telephone Answering Service Operator
236.588	Morse Operator
	Telegrapher and Agent
236.382	Telefax Clerk
239.382	Wire-Photo Operator
239.587	Mailer
	Directory Clerk
239.687	Tube Operator
239.887	Telephone Directory Deliveryman
239.688	Clerk Inspector
291.868	Newspaper Carrier
234.885	Inserting Machine Operator
235.862	Telephone Operator
237.368	Receptionist
253.358	Salesman, Radio and T.V. Time
293.358	Telephone Solicitor
299.478	Delivery Boy
230.368	Telegraphic-Typewriter Operator
230.878	Telegraph Messenger
231.388	Parcel Post Clerk
643.885	Bindery Worker
649.780	Machine Set-Up Man, Paper
650.582	Linotype Operator
651.782	Offset-Pressman Apprentice
	Offset-Duplicating Machine Operator
	Platen-Pressman
654.782	Monotype Caster Operator
720.281	Television Service and Repairman
724.381	Transformer Repairman
726.781	Electronics Assembler
726.884	Capacitor Assembler
	Electrical-Control Assembler
788.884	Inker
821.281	Television-Cable Lineman
	Lineman Apprentice
821.887	Automatic-Equipment Technician
822.281	Installer Repairman
822.381	Lineman
	Cable Splicers
	Telephone Installers
	Telephone Repairmen
	Transmission Man
	Test Deskman
	Station Installer
824.281	Electrician
828.281	Electronics Mechanic
829.281	Electrical Repairman
	Sound Technician
829.887	Electrician Helper
971.381	Photoengraver
972.382	Photographer, Lithographie
973.381	Hand Compositors
974.381	Electrotypers
975.782	Stereotypers
972.382	Cameraman
972.281	Lithographic Artist
972.381	Stripper
976.885	Print Developer, Machine
977.781	Bookbinders
969.368	Script Clerk

141.081	Color Advisor
970.381	Tuber and Opaquer
970.381	Painter, Animated Cartoons
223.387	Camera Clerk
143.382	Cameraman, Animation
962.885	Dubbing Machine Operator
824.138	Electrician, Chief
714.281	Machinist, Motion Picture Equipment
962.884	Microphone Boom Operator
150.148	Motion Picture Narrator
962.782	Operator, Lights
	Recordist
962.131	Set Electrician, Chief
976.281	Sound and Laboratory Engineer
962.887	Stage Man
	Stand-By Grip
961.868	Stand-In
962.884	Transmission Man
714.884	Bench Examiner
976.884	Chemical Mixer
926.387	Densitometer Reader
976.885	Developing Machine Operator
926.288	Editor, Film
969.687	Film Inspector I
629.281	Firm Laboratory Equipment Mechanic
962.887	Film Loader
652.885	Film Numberer
976.782	Film Printer
969.688	Film Viewer
960.382	Motion Picture Projectionist
223.687	Sorter
976.588	Replacement Girl
969.382	Screen Examiner
976.887	Transferrer, Number
690.885	Waxer
333.271	Make-up Man
969.138	Supervisor, Costume
017.281	Cable Lay-out Man
957.368	Assignment Clerk
957.168	Dispatcher
959.387	Facilityman
959.884	Pale Framer
952.782	Powerman I
959.884	Tree Trimmer
963.288	Copyright Expert
963.368	Script Assistant
963.288	Script Reader
963.169	Special Events Man
962.138	Supervising Film Editor
957.282	Audio Operator
249.688	Broadcast Checker
957.382	Control Room Man
957.282	Control Room Technician
963.382	Teleprompter Operator
957.282	Video Operator
963.382	Video Recording Engineer

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the student with an overview of the occupations within the Communication and Media Cluster.
2. To provide the student with a realization that this cluster of occupations has varying levels for the ability of the worker and that the worker will need varying levels of formal education and/or vocational skill.

B. Suggested Teaching Activities:

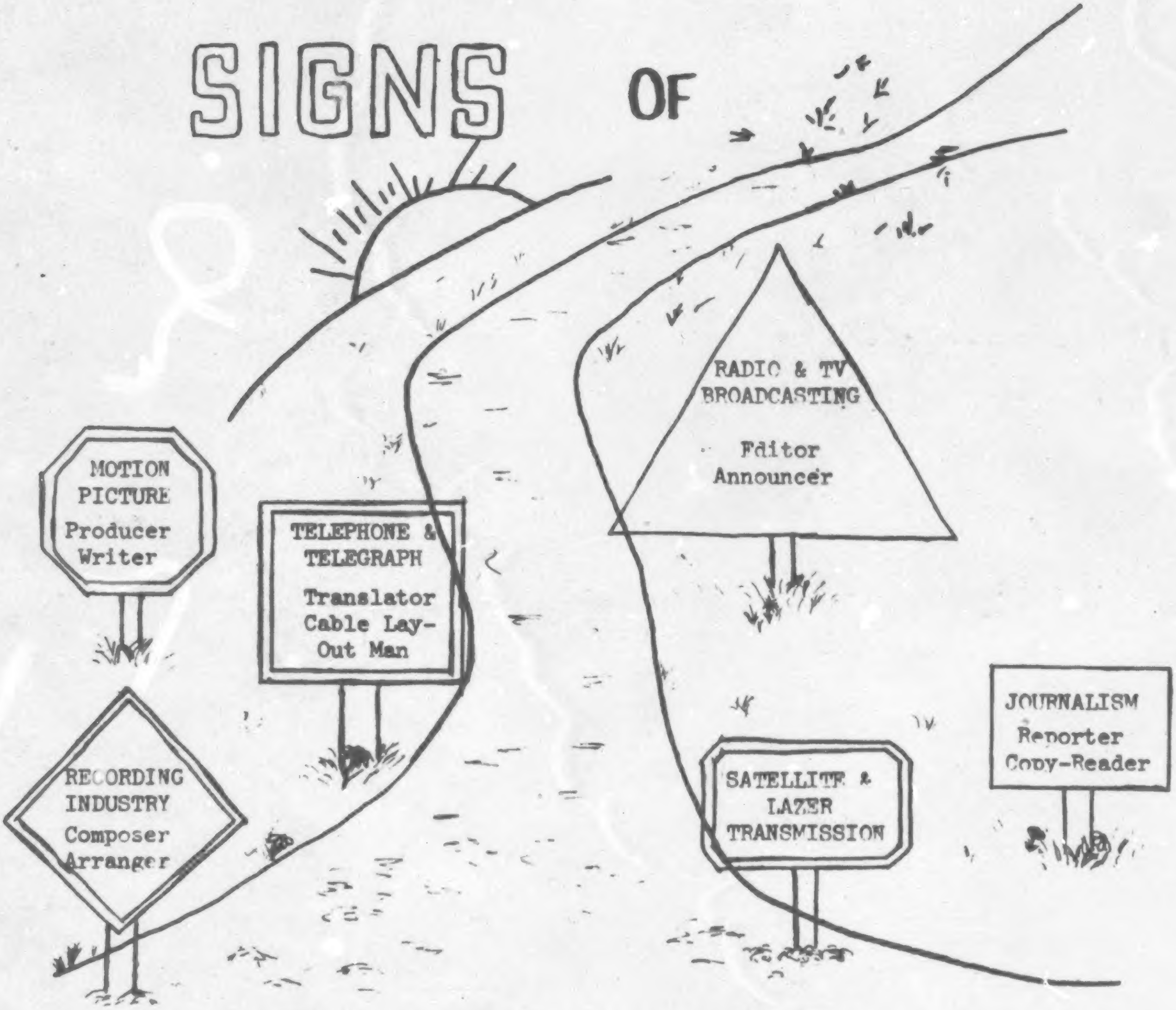
1. Define *communication* and define *media*.
2. Ask students to name various means of communication.
3. Using the breakdown of the various levels listed, let students name jobs which fall under each category and list these on the board. *(Note that the listing following Level 3 has not been sorted as to level. The teacher should make a determination of level for these.)*
4. Add additional jobs to their list and write these on the board.
5. Ask students to name individuals they know personally who work in the various Communication and Media jobs.

6. Erase the jobs from the board and tell students to draw a large tree on paper. On leaves or apples (or whatever they wish to use) have the students identify jobs and put on their tree. For every job in this cluster they can list, give the students a point for their grade.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. Price, $6.75.
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.
3. Occupational Exploration Kit, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
4. Encyclopedia of Careers, William E. Hopke, Editor-in-Chief, Doubleday and Company, Inc., Garden City, N.Y. (Free)
5. "How to Present a Slide Presentation," Curriculum Development for Career Education, AMIDS, Southeast, P.O. Box 11073, Montgomery, Alabama 36111.

SIGNS OF


MOTION PICTURE
Producer
Writer
TELEPHONE & TELEGRAPH
Translator
Cable Lay-Out Man
RADIO & TV BROADCASTING
Editor
Announcer
RECORDING INDUSTRY
Composer
Arranger
SATELLITE & LAZER TRANSMISSION
JOURNALISM
Reporter
Copy-Reader

A HAPPY LIFE
IN
CUMMUNICATIONS
AND
MEDIA

STUDENT SECTION - UNIT 7: COMMUNICATION AND MEDIA CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Name the three educational requirements of the three levels and one occupation for each level.
2. Identify one person you know personally who works in an occupation in this cluster.
3. Identify five kinds of organizations or businesses where you would find people employed in Communication and Media.

B. Pretest:

1. Identify from the following list, jobs that are in the Communication and Media cluster by placing a check mark in the blank beside the job.
    ____ Reporter
    ____ Registered Orthodontist
    ____ Copy Reader
    ____ Cartoonist
    ____ Nurse
    ____ Telephone Inspector
    ____ Teacher
    ____ Editor
    ____ Brick Layer
    ____ Writer
2. Name the three educational requirements of the three levels and name one occupation for each level.
3. Identify one person you know who works in a Communication and Media job and tell where he works and explain briefly what he does.
4. Name five kinds of organizations where you would find people employed in Communication and Media careers.

C. General Information:

The Communication and Media cluster has three different levels that require different levels of education. People differ in their desire to meet the different educational requirements. These three levels are: Level 1 - College Graduate or More; Level 2 - High School Graduate or More; and Level 3 - Less than High School.

Jobs in Level 1 require the most education and training. College and perhaps graduate school is required to enter a job on this level.

Jobs in Level 2 require that you have a high school diploma or some special training and perhaps some college education.

Jobs in Level 3 require less than a high school education and some training in an apprenticeship program or a special school.

We may talk to people almost anywhere in the world with a telephone. Communications help to bring people of the world closer together and increase our understanding of people of other nations.

We can find out what's happening all over the world from the media--television, radio, newspapers, magazines, movies, tapes, and records.

History indicates that, from his most primitive beginnings, man has constantly and resolutely searched for new and better means of communicating with his fellowman. Cave paintings, beating a hollow log with a club, and smoke signals were employed by primitive man for communicative purposes. As man became more sophisticated, so too did his communication devices. This can be witnessed by such inventions as the printing press, the telephone, and the telegraph. The advent of radio and television ushered in a communication explosion which is progressively mushrooming as more advances in technology are made. Experimentation and beginning steps in the field of Satellite and Laser Transmission hold great promise for realizing the ultimate goal of all communication media--giving man the means of achieving a world community.

It is to be expected that many jobs would be the result of such an explosion, and this is certainly the case. Most of the positions require some form of training or apprenticeship, but by no means is a college degree always the requisite for obtaining a job in any of the fields comprising the area of communications. The individual with ideas to express or who is desirous of expressing the ideas of others can find no more challenging or rewarding work than in the area of Communications and Media.

D. Review:

1. Name five jobs that are within the Communications and Media cluster.
2. Name the educational requirements of each of the three levels.
3. Name one person you know personally who works in the Communications and Media field and tell something about his job duties and responsibilities.

E. Post-Test:

Same as pretest.

UNIT 7A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE COMMUNICATION AND MEDIA CLUSTER

TEACHER SECTION:

A. Teacher Objectives:

1. To provide opportunities for the students to understand the relationship of the following factors within the cluster:
   a. The importance of the occupation within the cluster to our economy.
   b. The geographic location and mobility of occupations within the cluster.
   c. The employment trends, outlook, and cause for them in these occupations.
   d. The physical requirements, job-entry requirements, skill requirements, and nature of the work.
   e. The general working conditions and environmental conditions of these occupations.

B. Suggested Teaching Activities:

1. Discuss the six major areas in the Communication and Media cluster. These are Journalism, Motion Pictures, Telephone and Telegraph, Recording Industry, Radio and Television Broadcasting, Satellite and Laser Transmission.
2. Show the film "Careers in Communications" from the Arkansas Department of Education Film Library or the filmstrip "Modern Means of Communication" from Eye Gate. (See reference section.)
3. Discuss the importance of these occupations to our economy. Divide the class into two groups. Tell one group a thought you want to convey to the other group. Assign students on a one-to-one basis and let them try to convey the thought without talking or writing.
4. Discuss with the students the educational and skill requirements of occupations in this cluster. Have students select a job in this area and prepare a career ladder showing what education and/or training it takes to get to the next rung.
5. Ask students to bring their favorite recording to class. Have students speculate about who contributed at various stages in the development of the recording--composer, lyricist, arranger, conductor, instrumentalists, vocalists, studio engineers, and managers, promoters, manufacturers, marketers, advertisers, jacket designers, publicists, distributors, music-store proprietors, disc jockeys, etc. Discuss these jobs and determine the order in which they contribute to the recording.

   Invite a guest speaker from a recording studio to explain what actually takes place during the recording of a record. Ask students to gather information from various resources on the life-styles of prominent people in the popular music business. Instruct students to make a list of the negative as well as the positive aspects of celebrity life. Ask the students to make reports about what they have learned. Initiate group discussion about the pros and cons of careers in music and related industries. Ask students such questions as: What are the chances for success? What happens to musicians who become stars? What are the general working conditions of the musicians who become stars? Have students display their data on a bulletin board or posters. For example, the sequence of occupations involved in a recorded product might be portrayed in an adaptation of best-selling charts. Or an oversize simulated record might be divided in a pie-chart manner to show contributors and their relative significance to a production.

6. Before a sports event, suggest that the class "produce" it as a professional event. Discuss the various jobs and duties involved in producing the event--photographer, broadcaster, journalist, program writer, poster designer, advertising committee, selling committee, etc. Before the event takes place, have the sportswriters ready to cover the game. Guide the designers and writers in putting together the programs. Help the advertising salesmen, copywriters, and artists prepare their assignments. Also make sure the broadcasters and photographers are ready to execute their jobs. The day of the event, have the committees distribute the pregame press releases and articles that have been prepared by the staff. Make sure the photographers are in their positions. Immediately after the sports event, have the sportswriters distribute their news stories about the game. Impress upon them the importance to a journalist of the deadlines and the immediacy need for news.
7. Show the filmstrip "Radio and TV" or "Communication by Sound." (See references for address.) Invite a guest speaker from a local radio station to speak to the class about careers in broadcasting and the many duties involved in presenting a radio broadcast. Let students decide if they would like to plan and produce a commercial, a news broadcast, or other show appropriate for a radio program. (Get cooperation from radio and/or T.V. to provide a live program. The students could present their program to the public concerning Career Orientation.) The students should then decide on the agenda and features, time allotments, personnel, props, etc. Let the students write the scripts, select their news topics to be emphasized, organize music, and really "dress" for their parts on the day of the program.
8. Assign students into several groups to do research. Let one group draw an area map and label all Communication and Media jobs found in the area. Have one of the other groups research and report on the employment trends of these jobs, another group should research the employment outlook and finally the last group should research the varied working conditions of jobs in this cluster. Each group should report their findings to the class.
9. If possible, arrange a field trip to a television station and/or arrange for a speaker to speak to the class from a television station. Show the film "TV Workers" (see references for address). Introduce this project by asking students: "What is your favorite television program? Do you wonder how many people are involved in getting the program produced? What qualifications are necessary for work in this business?

Divide the class into two or three different groups and each group is to work up their own television program. Their program could be an advertisement, news broadcast, educational or mini program. It should only last around five minutes. The students should discuss and share ideas they gained from observations and research and make assignments of all the jobs necessary to the production. (These jobs may include make-up artist or direction, producer, director, talent, video engineer, script writer, etc.) The students work in groups to make the props necessary for their type of presentation and to write the scripts. Students should rehearse all their parts for the show and present their five-minute programs to the class. It might be arranged for a committee of teachers to judge the best program for each group and offer a prize for the winner.

10. Ask students to collect newspaper articles and want ads concerning jobs in this cluster. Ask for volunteers to talk with the school counselor, personnel from employment agencies, and the Department of Labor about job changes in this area. Have students present statistics that show how job opportunities have changed or developed in the past 10 years in the field of Communication and Media. Have students make a bulletin board display showing these changes. If it can be arranged, have a psychologist or psychiatrist talk to the class about one's ability to adjust to changes. Have discussions about geographical and environmental changes concerning jobs in this cluster. A committee could also be selected to survey the community job changes and make a list of new jobs that have developed in the community in the last five years.
11. Plan for the students to present a slide program using the "Caramate" or projector. Their slide program could be teaching a manual skill, showing all the various jobs in communication and media or any other subject the class might select. *(It might be arranged to take a field trip to several places where people in these jobs would be working and pictures could be taken of these people at work. With this type of program the students will have a direct association with the variety of careers and job skills available in the community. The students might also interview the workers and obtain information about their jobs to use in the slide program.)* Steps in preparation of the program are as follows:
    a. Assemble the materials and equipment needed -
        a camera and film suitable for slide-making and, if desired, sound-recording equipment.
    b. Make the "live" photos
        Try to make the pictures of people appear natural. If the slides are teaching a skill, get in a position to photograph the action as clearly as possible. Be sure there is adequate light.
    c. Make the "still" photos
        These are the title slides and the visuals you may want to create to illustrate certain ideas. These should be simple, colorful, and creative.
    d. Have the film developed and made into slides
        This should be done by a professional.
    e. While the film is being developed write a complete script
        This step is optional, a full script is usually best, however, for recording.
    f. Make the recording
        This can be very simple or can be enhanced with sound effects or musical background.

g. Sequence the slides
Arrange the slides in the proper sequence. Make sure you know when you want to use each one in conjunction with the recorded commentary or your live presentation.

h. Set up the equipment and rehearse
Set up the projector or "Caramate" and practice presenting the program. Make sure the slides are in proper order for the presentation.

12. Show the students how to make a "color lift slide." The steps in this activity are:
    a. Clay-test a magazine to determine suitability use. Lightly rub a moist finger over an unprinted area. If a white chalky residue appears on the finger, this indicates the paper is clay-coated and is suitable for this process.
    b. Peel the paper from acetate by first "flicking" back one of the corners. This will help release the paper and allow for easy peeling.
    c. Press the magazine cutout to the sticky side of the acetate.
    d. Use a chair caster or any hard object with rounded corners to press the cutout tightly onto the acetate. Apply pressure to the non-sticky side of the acetate.
    e. Soak this in water until the paper peels freely from the acetate. Wash off the excess clay and rinse thoroughly.
    f. Place the wet visual with the tacky side down onto a clear piece of acetate. Place the slide between paper towels and roll with a caster as in step d. The slides are now ready.
13. Contact the Arkansas State Police and secure copies of the Driver's License Manual for each student. Discuss signs and signals and how these communicate information to people by their shape and color. Show the film "Communication by Sight" or "Signs and Signals" from Eye Gate Company. (See reference section.)
14. Introduce the project "Publishing a Newspaper." Explain to the students that they are going to study the occupations involved in publishing a newspaper and then they are to write one. Invite a resource person from a newspaper office to speak to the class concerning careers in journalism and the various duties involved in producing a newspaper. If a resource person from a newspaper cannot speak, contact the newspaper office and ask for any materials they may have concerning the journalism area.

    Show the film "Working in the Printing Industry" from Eye Gate (see reference section). Have students begin investigating the occupational offerings in the journalism field and closely allied publishing and graphic arts industries. Committees might be formed to study different sections of newspapers (news, sports, society, entertainment, classified, advertisement, editorial, etc.) and to distinguish differences and similarities in function, content, style, interest, and technique. Occupations the committees should also study which have particular interest to the project include:
    a. Business
    Advertising Salesman and Publisher

b. Editorial
    Advertising Copywriter, Layout Artist, Reporter, Business and Financial Editor, Cartoonist, Classified Ad Clerk, Columnist, Copyreader, Correspondent, Executive Editor, Fashion Editor, Librarian, Society Editor
c. Mechanical
    Layout Personnel

Construct a bulletin board by covering the board with sections of the newspaper. Write with magic markers or make letters naming the various jobs needed to publish a paper. Let students decide and vote upon who will hold various positions in the newspaper company. They should also select a name for their newspaper. Show some or all of the following filmstrips:

"Writing for Newspapers"	"Reading Daily Newspapers"
"Understanding Feature Stories"	"Newspaper Reporters"
"The Finished Newspaper"	"Printer"

(See reference section.)

Have students work in class on their individual articles. *(All students might be assigned a feature story about Career Orientation and an editorial about any subject.. These could be graded and the best ones selected to appear in the paper.)* Students should sell ads on their own time. Determine a price scale for the various ads and then let students make up their own ads. Arrange with the business teacher so that the typing students can type up the rough draft for the class. It might also be arranged for a print shop to publish their paper. Whenever the paper is published, the students will sell the newspaper to students on campus and the money will go for supplies or into a fund. Suggested newspaper content:

a. An overview and definition of the Career Orientation program
b. Drawings and cartoons
c. Articles telling about the orientation classes and any projects of the classes
d. Articles about various careers (students could interview several workers and write stories about these jobs)
e. Pictures
f. An article discussing how a person's hobby could some day help in selecting a job.
g. Poems
h. Puzzles (if possible, relating to careers)
i. Advertisements
j. An article telling about how the newspaper was published and what it was like working on a newspaper

Suggested paper staff:

Publisher
Managing Editor
Assistant Editor
Business Manager
Staff Writers
Reporters
Salesmen
Art Editors
Photographer
Publicity Committee

15. Arrange for Southwestern Bell Telephone Company to send the "Teletrainer Unit" to your school. This mini-course includes the teletrainer unit, student books, teacher guide, sound film, filmstrips with accompanying records, role-playing situations, and various other materials. This unit is free of charge and rental is usually for a period of one week.

C. References:

1. *Filmstrips* -
    - a. Eye Gate, 146-01 Archer Avenue, Jamaica, New York 11435.
        - "Communication by Sight"
        - "Modern Means of Communication"
        - "Communication by Sound"
        - "Printer"
        - "Signs and Signals"

      Filmstrip and cassette
    - b. Eye Gate, 146-01 Archer Avenue, Jamaica, New York 11435.
        - "Working in the Printing Industry"

      Filmstrip only
    - c. Classroom World Productions, Educator's Service Center, Inc.
      1100 West Capitol, P.O. Box 203, Little Rock, Arkansas 72201.
        - "The Importance of You to Better Telephone Communications"

      Two color filmstrips with sound - $60.00
      Audio version without filmstrip - 5.95
    - d. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.
        - "TV Workers" (filmstrip and cassette)
        - "The Newspaper in America" series:
            - "Reading Daily Newspapers"
            - "Weeklies and Other Publications"
            - "Writing for Newspapers"
            - "Understanding Feature Stories"
            - "Preparing News for Print"
            - "The Finished Newspaper"

      Set of six filmstrips, three records, six teacher's guides -$52.50
      Set of six filmstrips, three cassettes, six " " - 58.50

2. *Cassettes* -
    - a. Educational Research, Inc., Consolidate Wholesale,
      614 E. Markham, Little Rock, Arkansas
        - "Newspaper Reporter"
        - "Photo-engravers"

3. *Books* -
    - a. Dillon Press, 106 Washington Avenue, North, Minneapolis, Minnesota 55401.
        - Radio and TV
4. *Pamphlets* -
    - a. By Ann Reeves, Grayson County College, Sherman/Denison, Texas
        - Communications and Media
    - b. King Features, 235 E. 45th Street, New York, New York 10017
        - "Popeye and Communications and Media Careers"

STUDENT SECTION - UNIT 7A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE COMMUNICATION AND MEDIA CLUSTER

A. **Student Behavioral Objectives:**

Upon completion of this unit, the student will be able to:

1. List three personal qualifications needed to succeed in a Communication and Media career.
2. Relate the importance of this cluster of occupations by listing at least five ways they contribute to your current needs.
3. Give specific locations of five occupations in this cluster.
4. Give and discuss the trends and outlook for at least two occupations within the cluster.
5. Discuss the physical requirements, job-entry requirements, skill requirements, and the nature of work for two occupations in this cluster.
6. Discuss the working conditions and environmental conditions of two occupations within the cluster.

B. **Pretest:**

1. Select five occupations in this cluster

a. Newspaper Reporter
b. Sports Director
c. Construction Foreman
d. Lineman
e. Cartoonist
f. Farmer
g. Copy Reader
h. Photoengraver
i. Store Manager
j. Social Worker
k. Critic
l. Radio Operator
m. Telegraph Man

Answers: a,b,e,g,h,k,l,m

2. Select the Job Families which comprise the Communication and Media cluster.

a. Journalism
b. Motion Pictures
c. Sales
d. Telephone and Telegraph
e. Recording Industry
f. Consumer Credit
g. Fine Arts
h. Radio and Television Broadcasting
i. Satellite and Laser Transmission

Answers: a,b,d,e,h,i

3. Communications jobs are possible with training which might include:

	YES	NO
	Check one (✓)	
High School Diploma	____	____
Vocational School Diploma	____	____
On-the-Job Training	____	____
Junior College Degree	____	____
Four-Year College Degree	____	____
Graduate School Degree	____	____
Apprenticeship Training	____	____

4. Communications jobs may be found in:

	YES	NO
	Check one (✓)	
Business and Industry	___	___
City, State and Federal Agencies	___	___
Transportation	___	___
Armed Services	___	___
Health Services	___	___
Radio and Television	___	___
Magazines and Newspapers	___	___
Telephone Companies	___	___
Space Industries	___	___
Environmental Occupations	___	___

5. Communications workers are trying to solve problems in:
   ____ Safety
   ____ Understanding people of the world
   ____ Providing information for people
   ____ Speeding news to the people

6. Many jobs in Communications require:

	YES	NO		YES	NO
Good manners	___	___	Neat appearance	___	___
Dependability	___	___	Patience	___	___
Promptness	___	___	Careful, correct speech	___	___

7. Are many men and women with a wide range of ages and abilities needed for careers in Communications?
   Yes_______ No________

8. Are new jobs apt to develop in Communications?
   Yes_______ No________

9. Are all jobs in Communications for engineers only?
   Yes_______ No________

10. Name five ways jobs in this cluster contribute to your current needs.

11. Select two occupations in this cluster and discuss the employment outlook.

12. Select one occupation in this cluster and tell about the working conditions and working environment.

13. Choose one job in this cluster and tell about the physical requirements, job-entry requirements, and duties.

C. **General Information:**

Americans are considered to be the best informed people on earth. We can talk to people almost anywhere in the world. Communications help to bring people of the world closer together and increase our understanding of people of other nations. We can find out what's happening all over the world through the *media*--the word used to refer to television, radio, newspapers, magazines, movies, tapes and records. All of these create new jobs and make for outlets for our products.

There are more than two million people working in Communications and Media and many more will be employed in television, radio, newpapers, magazines, and in the telephone industry in the future. There are six major job families in the Communication and Media cluster.

1. *Journalism*
Journalism, as defined by the National Professional Journalism Society, is the presentation of information in dozens of ways including reporting, writing, editing, photography, promoting, broadcasting-telecasting, and the graphic arts. The journalist may work in any of the above listed media and the chances for advancement are good for the talented and ambitious.

2. *Motion Pictures*
People who wish to be prospective film-makers can find employment with companies where films, filmstrips, and slides are produced for educational, industrial, business, and other purposes. Job descriptions delineated here are those concerned with "behind the camera" activities.

3. *Telephone and Telegraph*
Probably no other communications and media area has known such amazing growth as the telephone and telegraph industry. Still expanding, employment opportunities in this field are many and varied, as this industry embraces occupations that are concerned with the installation, maintenance, and operation of local, long distance, and cable systems for wire and radio.

4. *Recording Industry*
Although the recording industry (tape and disc) has felt and responded to the impact of the communications boom, entry into the field is rather limited. However, if the talented, qualified, and highly motivated individual pursues and gains employment in the industry, he will find himself in the upper one-third of income levels. Positions in the industry fall into four areas: sales, administration, production, and engineering.

5. *Radio and Television Broadcasting*
There is no doubt of the impact which the radio and television industry has had upon the viewing public, but it has also had a profound effect in the area of creating many new jobs. This industry embraces those occupations concerned with creating and broadcasting local, national, and international aural and visual programs. There is a great diversity of occupations in this area.

6. *Satellite and Laser Transmission*
This form of transmission is still an infant as far as other means of communication are concerned. "Consequently, outside of basic research, occupations are yet to be established in satellite and laser communications," stated an official of the Bell Telephone System.

The education and training for these occupations vary depending upon the specific job. A college education is usually preferred. A person who is neat in appearance and has a pleasing voice is also preferred for many of the jobs in this cluster.

The working conditions will also vary depending on the type job. For example, a Ground Radio Operator and Teletypists usually work in pleasant surroundings.; working with equipment and people as opposed to a Radio and Television announcer who must get out where the news is being made.

There is a job in Communications and Media for anyone who has a desire to work. Some of these jobs require less education and training than others and are therefore in the beginning easier to obtain. These starting jobs have many satisfactions and rewards and can be used as stepping stones to other good jobs which often require more education and training. For example, you might start as a Messenger or Copy Clerk at a newspaper and eventually become an Editor.

Helping to keep the world better informed, educated, and entertained is what Communications and Media work is all about. Should you have a physical, mental, or language handicap, there still may be worthwhile jobs and even a career in the Communications and Media area for you.

D. Review:

1. Name five basic skills a person should possess if interested in entering Communications and Media.
2. In what way do jobs in this cluster contribute to your needs?
3. Can you choose two occupations in this cluster and discuss the employment outlook, working conditions, working environment, the physical requirements, and duties?

E. Post-Test:

Same as pretest.

UNIT 7B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN COMMUNICATION AND MEDIA SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research a variety of sources for complete information on at least two occupations within the cluster.
2. To guide the students in assessing occupational information.
3. To guide the student in writing a tentative favorable or unfavorable decision, giving reasons based on the major factors he has considered.

B. Suggested Teaching Activities:

1. Provide students with form for collecting occupational information. (See Appendix I for standard form.)
2. Have students select, according to their choice, two occupations from the cluster for research of complete information and write a tentative favorable or unfavorable decision.
3. Evaluate activities using the form (Appendix J).

C. References:

1. "The Career Game." Educator's Service Center, 1100 W. Capitol, Box 203, Little Rock, Arkansas 72203. Price - $78.00.
2. Refer to the reference section of Units 7 and 7A of this cluster for additional materials that may be used in this unit.

STUDENT SECTION - UNIT 7B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN COMMUNICATION AND MEDIA

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Give two reasons why the two occupations selected for research are either favorable or unfavorable for a career choice.
2. Identify the basic factors to consider about yourself when selecting an occupation to study.
3. List at least four sources that can be used to secure information about an occupation.
4. Provide from your notebook, information collected on two specific occupations.

B. Pretest:

The pretest is not considered an essential part of this unit of study.

C. General Information:

There are basically four sources--printed materials; visual materials, including on-sight observation; audio materials, including interviews; hands-on activities with materials, machines, tools, equipment; and, work processes that can be used to find information about occupations. Other sources include teachers, counselors, pamphlets, books, films, filmstrips, tapes, slides, persons working in the field, employers, counseling agencies, state and federal government agencies, Chamber of Commerce, Dictionary of Occupational Titles, Occupational Outlook Handbook, and various career pamphlets.

When evaluating and researching the two occupations, you should use as many of the different forms of information as possible. Not only should you read printed materials, but also talk with workers in the field, view audio-visual materials, and consider your interests and performance while doing the various hands-on activities, problems, and exercises in the cluster.

When exploring an occupation, consider your interests, ability, achievements, education, training, and experience needed.

There are many things you should know about an occupation. These include:

1. Working conditions
2. Description of work involved
3. Hours of work
4. Abilities required
5. Earnings
6. Personality required
7. Education and training required
8. Cost of education & training
9. Where 8 above can be acquired
10. Advantages
11. Disadvantages
12. Outlook for future trends
13. Advancement possibilities
14. Demand for workers
15. Health and safety aspects
16. Contributions to society
17. What the occupation requires
18. Location of occupation
19. Amount of travel required
20. Initial capital required
21. Cost of living
22. Safety factors

There is no one best way to study occupations. Try to take advantage of all methods available. Studying occupations can open new career doors. It can be a lifelong stimulating challenge because occupations, like you, are changing. Your keeping informed may make the big difference both today and tomorrow and, remember, you will spend most of your life in an occupation.

D. Review:

1. Name three reasons why the two occupations you selected for study are favorable or unfavorable for your career choice.
2. What are some factors you should consider about yourself when choosing an occupation to study.
3. Name at least five sources that can be used to find information about an occupation.

E. Post-Test:

1. Name the factors about an occupation you would like to explore further.
2. Why is it important for you to explore several occupations before making a tentative choice for further study?
3. How do you explore an occupation that interests you? Name five sources you could use.
4. Name three factors you should consider when learning about and exploring each occupation within a cluster.
5. Give two reasons why the two occupations selected for study are favorable or unfavorable for your career choice.

Hospitality
and
Recreation

UNIT 8. CLUSTER: HOSPITALITY, RECREATION, AND TOURISM

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

165.068	Publicity, Advertising and Clerical Staff	168.268	Travel Accommodation Appraiser
099.228	Athletic Coach	153.228	Athletic Trainer
356.138	Zookeeper	191.168	Public Relations Manager
153.348	Professional Athlete	153.228	Physical Education Instructor
153.268	Umpire	153.118	Athletic Director

Level 2: High School Graduate or More

237.368	Information Clerk (Travel Bureau)	205.168	Travel Clerk
		191.118	Circus Agent
242.368	Transportation Clerk	153.228	Bowling Instructor
237.168	Travel Counselor	159.248	Acrobat
919.368	Ticket Clerk	350.138	Steward (Travel)

Level 3: Less that High School

911.878	Ticket Taker	159.848	Show Girl
969.387	Athletic Equipment Custodian	344.138	Usher
		342.858	Concession Attendant
964.884	Acrobatic Rigger	379.868	Lifeguard
159.848	Fortune Teller	342.867	Wharf Attendant
153.248	Automobile Racer	153.248	Jockey
969.887	Circus Laborer	349.878	Bat Boy

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the students with an overview of occupations in Hospitality, Recreation, and Tourism.
2. To provide an understanding that occupations have different levels of entry which require different levels of education and training.
3. To guide students in understanding that some jobs studied in Hospitality, Recreation, and Tourism fit equally as well in other clusters.
4. To provide an opporutnity for students to relate to persons they know who work in certain jobs in Hospitality, Recreation, and Tourism.

B. Suggested Teaching Activities:

1. To introduce the Hospitality, Recreation, and Tourism cluster, construct a bulletin board showing the five job families and ask students to examine each area.
2. Discuss various jobs which might go into each job family. Use posters showing job titles and D.O.T. numbers.
3. Explain to students that Hospitality, Recreation, and Tourism have three levels of job entry, determined by educational requirements.
4. Using the D.O.T. and Occupational Exploration Kit as references, have students classify the jobs listed on the posters used in Activity 2 according to educational level.
5. Explain that there are jobs listed which do not belong to this cluster alone. Have students identify these jobs.
6. In class discussion have students identify people they know personally who work in jobs in Hospitality, Recreation, and Tourism and tell something about their work.

C. References:

1. Occupational Outlook Handbook, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309
2. Dictionary of Occupational Titles, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
3. Occupational Exploration Kit, Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois.
4. "An Analysis of the 15 Occupational Clusters Identified by the U. S. Office of Education," (Contact: Dr. Theodore M. Vestal, Director, Coordinated Effort for Career Education, Grayson County College, P. O. Box 979, Denison, Texas 75020).
5. Encyclopedia of Careers and Vocational Guidance, Volume I and II, William Hopke, Editor-In-Chief, Doubleday and Co., Garden City, N.Y.

STUDENT SECTION - UNIT 8: HOSPITALITY, RECREATION AND TOURISM CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Name the five job families in Hospitality, Recreation, and Tourism.
2. Name one job for each educational level in each job family of Hospitality, Recreation, and Tourism.
3. List five Hospitality, Recreation, and Tourism occupations which are related to other clusters, and list the clusters.
4. Name one person you know personally who works in a job in Hospitality, Recreation, and Tourism.

B. Pretest:

1. Name 10 jobs which are related to Hospitality, Recreation, and Tourism.
2. List the three educational levels for entering jobs in Hospitality, Recreation, and Tourism.
3. Name the five job families in Hospitality, Recreation, and Tourism.
4. Write a definition of the words *hospitality, recreation* and *tourism.*
5. Name five jobs in Hospitality, Recreation, and Tourism which would fit equally as well in other clusters and name the cluster.
6. Name one person you know who works in a job related to Hospitality, Recreation, and Tourism and tell what he does.

C. General Information:

To gain an understanding of the broad categories that are covered by Hospitality, Recreation and Tourism, the terms "hospitality" and "recreation" should first be defined. Hospitality is tourism in its broadest sense. It includes every occupation which helps individuals or groups make actual plans for a vacation or tour, and involves all transportation personnel who have contact with the tourist.

Once the tourist has arrived at his destination, the area of recreation comes to light. Recreation includes personnel who enable the tourist to be entertained or amused.

As might be expected, this cluster is very diverse in the types of jobs included. To make study possible it is broken down into five job families:

1. *Commercial and Noncommercial Travel Bureaus:* These provide the public with travel information and attempt to promote good will. These differ from travel agencies in that they simply provide information about tourist sites and do not plan specific trips.

2. *Travel Agencies:* These not only provide the traveler with information about vacation areas, but provide information about tours and accommodations that the agency can arrange.

3. *Transportation:* Here it is necessary that a difference is noted between transportation as a cluster and transportation as it relates to Hospitality, Recreation, and Tourism. In this job family, transportation refers to only the personnel whose principal duty is passenger or tourist comfort. The personnel in the transportation cluster are concerned with the operations.

4. *Public, Industrial and Private Recreation:* Any occupation concerned with athletics and sports, entertainment, bowling alleys, operating games of chance, running fairs, carnivals, circuses, amusement parks, taking tickets, distributing programs, seating patrons, and any other occupations concerned with amusement and recreation fit into this area.

5. *Recreation Concerned With Natural Resources:* Jobs included are those concerned with recreational facilities provided by nature---lakes, oceans, beaches, forests and wild life. This also includes tour guides, concession attendants, zookeepers, and lifeguards.

In this cluster you find a wide variety of jobs which appear to fit in other clusters equally as well. Such jobs are not "pure" to this cluster.

Jobs in Hospitality, Recreation, and Tourism have three levels of entry. These levels of entry are determined by the educational requirements and training for jobs. They change from one geographic location to another and from one industry to another.

D. Review:

1. List three job entry levels and their educational requirements.
2. Name the five job families in Hospitality, Recreation, and Tourism, and write a brief summary of what each involves.
3. Name at least 10 jobs in Hospitality, Recreation, and Tourism.
4. Name five jobs which are not pure to Hospitality, Recreation, and Tourism and name those other clusters to which they could relate.
5. Name at least one person you know who works in a job related to Hospitality, Recreation, and Tourism.

E. Post-Test:

Same as pretest.

UNIT 8A: GENERAL FACTORS TO BE CONSIDERED ABOUT HOSPITALITY, RECREATION AND TOURISM

TEACHER SECTION:

A. Teacher Objectives:

1. To provide opportunities for the students to understand the relationship of the following factors within the cluster:
   a. The importance of the occupations within the cluster to our economy.
   b. The geographic location and mobility of occupations within the cluster.
   c. The trends, outlook, and causes for them in these occupations.
   d. The physical requirements, job entry requirements, skill requirements, and nature of the work.
   e. The general working conditions and environmental conditions of these occupations.

B. Suggested Teaching Activities:

1. Show the importance of this cluster in our economy, display a state map with blue stars on a number of state parks, public recreation sites, camping grounds, lakes, and state tourist attractions.
2. Have resource speaker from the State Parks and Tourism Department speak to the class on the importance of jobs in this area to the state; and on the total amount of income to the state from various trouist attractions.
3. Use the same state map mentioned in Activity 1 to show the statewide locations of various jobs. Have students use the library resources to find locations of national tourist attractions, resort areas, and recreational sites. Mark these on a map of the United States.
4. Discuss with the class the mobility of jobs in Hospitality, Recreation, and Tourism.
5. Plan resource speakers' visits to discuss trends of jobs in the cluster, mobility of jobs, requirements, nature of the work, and other factors.
6. Use filmstrips, films, slides, and transparencies to provide information.
7. Ask student groups to organize displays of equipment tools, clothing, and other items which represent materials used in this cluster.
8. Use tapes, records, and interviews when possible to gather information on some or all of the factors being studied.
9. Plan field trips when feasible for students to see actual situations to gain information.
10. Have students break into small groups or pairs for hands-on experience to study commercial and non-commercial Travel Bureaus. Ask each group to think of a place in the state it would like to visit. Have the groups plan, research and design a travel brochure for the selected tourist site. Use pamphlets and brochures from the State Parks and Tourism Department as a source for pictures and information. After groups have completed their work, ask them to name the specific jobs

which they carried out which might be an actual job in the advertising of state tourist sites. Identify work processes, equipment, skills, etc., which were learned.

11. Conduct a similar hands-on activity for each of the other four job families.

C. References:

1. "An Analysis of 15 Occupational Clusters Identified by the U. S. Office of Education." (Contact: Dr. Theodore M. Vestal, Director Coordinated Effort for Career Education, Grayson County College, P. O. Box 979, Denison, Texas 75020.)
2. Dictionary of Occupational Titles, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
3. Occupational Outlook Handbook, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
4. Occupational Exploration Kit, Science Research Associates, 259 Erie Street, Chicago, Illinois.
5. Encyclopedia of Careers and Vocational Guidance, Volume I and II, William Hopke, Editor-In-Chief, Doubleday and Company, Garden City, New York.
6. Your Future in Hotel Management, Roger Sonnabend, Richard Rosen Press, Inc., New York, New York.
7. Careers in Hotels and Restaurants, Gerald W. Lalten, Henry Z. Whalack, Inc., New York, New York.
8. Opportunities in Recreation and Outdoor Education, Jay B. Nash, Vocational Guidance Manuals, Educational Book Division of Universal Publishing and Distributing Corporation, New York, New York.
9. Careers and Opportunities in Sports, Stan Isaacs, E. P. Dulton and Company, Inc., New York, New York.

STUDENT SECTION - UNIT 8A: GENERAL FACTORS TO BE CONSIDERED ABOUT HOSPITALITY, RECREATION, AND TOURISM

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Relate the importance of this cluster of occupations by listing at least five ways they contribute to his current needs.
2. Give specific locations of five occupations in Hospitality, Recreation, and Tourism, and name two occupations within the cluster which are mobile.
3. Give the trends and outlook for at least two occupations within the cluster and give basic reasons for the trend of each.
4. Give physical requirements, job entry requirements, skill requirements, and the nature of work for at least two occupations.
5. Explain for each of two occupations within this cluster the working conditions and the environmental conditions.

B. Pretest:

1. List five ways this cluster of jobs contributes to our economy.
2. Give the name and address of three sources of jobs which are related to Hospitality, Recreation, and Tourism.
3. Explain why jobs in this cluster are on an upward trend as far as their outlook is concerned.
4. Write a job description of one job in Hospitality, Recreation, and Tourism.

C. General Information:

The desire to enjoy oneself through recreation and tourism is one of man's obsessions. Through the years as wages have increased and the work week has shortened, people have more time for relaxation. It is this greater amount of time which has provided occupations in the fields of recreation and tourism.

The modern hotel and motel business, which is only one part of Hospitality, Recreation, and Tourism, ranks as the seventh largest service industry in the United States. The latest figures show that there are 23,000 hotels and 1.5 million rooms in 42,000 motels. More important, this constantly growing industry employes over 600,000 persons.

Recreation, another part of Hospitality, Recreation, and Tourism, has also become big business. Yet there is still a lack of professional personnel to handle the job. A recent report indicated that over 27,000 persons were employed on a full-time basis in tax supported public recreation jobs and 55,000 on a part-time basis. In addition, 25,000 workers were employed by private and volunteer agencies.

Jobs in Hospitality, Recreation, and Tourism are very widespread in our society. The larger cities have a concentration of workers involved in jobs related to professional athletics, travel agencies, accommodations for travelers, large transportation terminals, and tourist sites.

Workers are also found in isolated areas such as resort spots and state and national tourist attractions.

Mobility is a characteristic of some jobs in this cluster, especially those related directly to travel and tourist trade.

Instead of showing the trends for each job family, it can safely be concluded that all areas of Hospitality, Recreation, and Tourism have an excellent employment outlook. One very good example of the shortage of workers in this cluster is the National Park System. It is set up to handle 25 million visitors per year.

There are isolated jobs within the cluster which have poor outlooks, but for the most part the area has a very good employment outlook.

It would be impractical and almost impossible to try to set up a general list of job duties and requirements for this cluster. However, there is one requirement which appears universal to this entire cluster. It is the desire to make people comfortable and to help them get the most out of their leisure time.

D. Review:

1. Can you explain why this cluster of jobs has an upward trend in employment outlook?
2. What is one requirement which is universal to all jobs in Hospitality, Recreation, and Tourism?
3. Can you list three ways this cluster contributes to our society?

E. Post-Test:

1. Give three examples of jobs in this cluster which have increasing employment trends and explain the reasons for the trends.
2. Explain why this cluster of jobs has grown so rapidly in the past few years.
3. List five ways this cluster contributes to our economy.
4. Write job descriptions for two jobs in this cluster.

UNIT 8B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN HOSPITALITY, RECREATION, AND TOURISM SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on at least two specific occupations within this cluster.
2. To guide students in assessing occupational information.
3. To guide the student in writing a tentative favorable or unfavorable decision giving reasons based on the major factors that have been considered.

B. Suggested Teaching Activities:

1. Provide the students with forms to collect occupational information (See Appendix I).
2. Have students select according to choices, two occupations from this cluster for research of complete information and make a tentative favorable or unfavorable decision.

C. References:

1. Job Guide for Young Workers, Government Printing Office, Washington, D. C.
2. Finding Your Job Orbit, Chronicle Guidance Publications, Monava, New York.
3. *Films* available from State Department of Education Film Library, Little Rock, Arkansas 72201
   "Your Job-Getting Ahead," "Where the Action Is," "You and Your Work."
4. Know Yourself, Arnold Ganly and George Elias, Webster Division, McGraw-Hill Book Company, New York, New York
5. Choosing Your Occupation, U. S. Government Printing Office, Washington, D.C., Price 15 cents.
6. Finding the Right Job, State Department of Education, Little Rock, Arkansas —-Free.
7. Career Planning in a Changing World, *Film*, Popular Science Publishing Company, 239 West Fairview Blvd., Inglewood, California 90302.
8. Occupational Information, Robert Hoppock, McGraw-Hill Book Co., New York, New York.

STUDENT SECTION - UNIT 8B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN HOSPITALITY, RECREATION, AND TOURISM

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Give basic and sound reasoning why the two occupations selected for research are favorable or unfavorable for his career.
2. Identify basic factors to consider about himself when selecting an occupation to study.
3. List at least four sources that can be used to secure information about an occupation.
4. Provide from his notebook information collected on two specific occupations.

B. Pretest:

The pretest is not considered an essential part of this unit.

C. General Information:

In selecting alternate career choices and doing research you should be not primarily interested in making a final life-time decision, but in learning how to use the decisionmaking process you have learned about and how to gather career information.

Before selecting careers to study you must first consider factors about yourself which help determine your choice. First you must consider your abilities. You must have a basic belief of what you are capable of doing. However, to further evaluate your ability, you can use appitude tests and standardized tests given in many public schools. Another factor to consider is your interest. There are interest inventories you can use to help determine your areas of interest, but perhaps the best way to determine this is an evaluation of the things you like and do not like in your daily activities. For example, which school subjects are your favorites, what do you do with your free time, and what are some of your hobbies? These things give a person some clues to determining areas of interest. Another thing you must consider is your personality and how it fits into the specific job you are studying. Personality inventories are helpful, but here also you must look at yourself and make an evaluation.

When you finally decide on careers to study, you have four basic sources of information to use. They are as follows:

1. *Printed Materials:* These are books, pamphlets, brochures, occupational briefs, etc.

2. *Visuals:* These include films, filmstrips, transparencies, slides, and field trips.

3. *Audio Materials:* Records, tapes, personal interviews, etc.

4. *Real Materials and Hands-On Activities:* Tools, raw materials, equipment, etc.

In looking at any job there are criteria that must be considered to decide whether this is the best job for you. Too many times you ask only how much money you will make and the hours that you will have to work. These are important, but there are other factors that are equally if not more important than these. The following is a list of some of the criteria to consider when analyzing a job.

1. Job duties
2. Educational requirements
3. Job location
4. Working conditions
    a. Type of surroundings
    b. Type of people with whom you will work
5. Salary
6. Hours
7. Fringe benefits
8. Advantages and disadvantages

Before making a favorable or unfavorable decision you must be sure you have used as many sources as possible to obtain all the information you need. You must also make sure you have used these sources to analyze the job according to the criteria you have set up. Finally, you must be sure it fits the personal factors you have considered.

D. Review:

1. Did you get to explore your occupation to the fullest?
2. Did the methods and sources you used provide enough information to make a choice?
3. Did you evaluate all personal factors?
4. Did you carefully examine your research materials to be sure they were accurate before you used them as a source?

E. Post-Test:

An examination of the completed notebook should be a sufficient measurement of progress achieved.

Consumer
and Homemaking
Education

UNIT 9. CLUSTER: CONSUMER AND HOMEMAKING EDUCATION

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

097.228	Home Economics Teacher	002.081	Food Chemist
096.128	County Home Demonstration Agent	045.108	Vocational Advisor
077.128	Therapeutic Dietitian	142.081	Fashion Designer
195.108	Family Service Consultant	002.081	Textile Chemist
022.181	Creative Perfumer	313.168	Executive Chef

Level 2: High School Graduate or More

187.168	Restaurant and Coffee Shop Manager	361.138	Laundry Foreman
		319.138	School Food Service
187.168	Executive Housekeeper	142.081	Apparel Specialist
321.138	Hotel Housekeeper	185.158	Fashion Assistant
296.388	Comparison Shopper	789.131	Sewing Room Foreman

Level 3: Less Than High School

263.358	Shoe Salesperson	306.878	General Maid
307.878	Nurse Maid	263.458	Yardgoods Salesperson
363.886	Laundry Flatwork Finisher	382.884	Janitor
525.381	Butcher	525.881	Fish Cleaner
763.884	Furniture Assembler	526.781	Baker
309.878	Group Foster Care	317.804	Salad Girl
311.878	Car Hop		

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the students with an overview of occupations in Consumer and Homemaking Education.
2. To provide an understanding that occupations have different levels of entry which require different levels of education and training.
3. To guide students in understanding that some jobs studied in Consumer and Homemaking Education fit equally as well in other clusters.
4. To provide an opportunity for students to relate to persons they know who work in certain jobs in Consumer and Homemaking Education.

B. Suggested Teaching Activities:

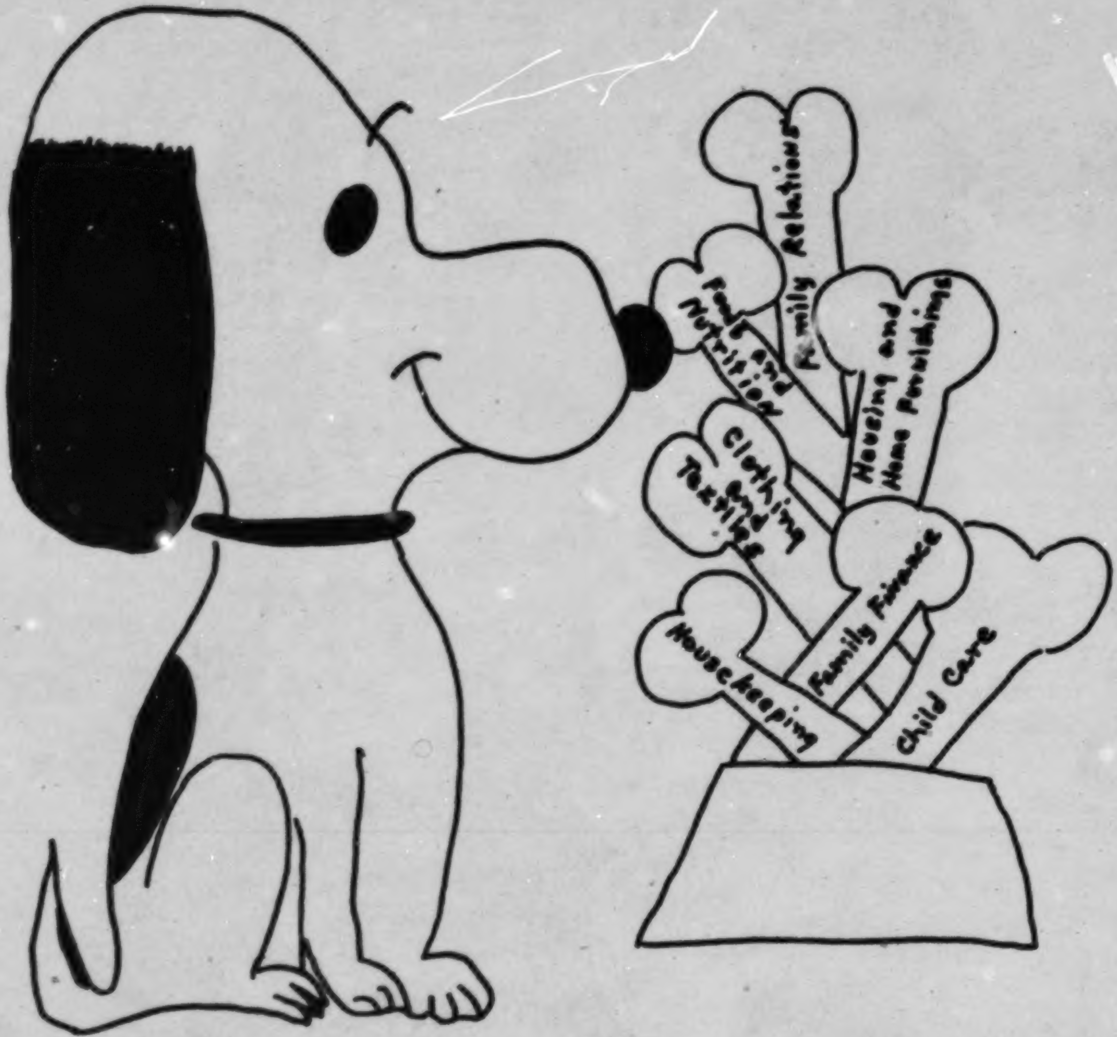
1. Introduce the Consumer and Homemaking Education cluster by constructing a bulletin board showing the various areas of jobs within the cluster. Include such areas as Foods and Nutrition, Clothing and Textiles, Child Care, Housing and Home Furnishings, Housekeeping, Family Relations, Family Finance, and Consumer Education.
2. Using the bulletin board showing the areas of Consumer and Homemaking Education, ask students to list as many jobs as possible that might fit under each area. As students read their lists aloud, select the jobs they have which fit correctly into the cluster. List these on the chalk board.
3. Give students strips of construction paper (1½ X 4") and felt-tip markers and have them write their job titles on the strips. Save these for the next project.
4. Explain that there are three levels of entry into jobs and that each level is determined by educational requirements or training. List these levels on the chalk board.
5. Using the occupational references, have students look up the jobs listed on their strips to find the educational requirements needed for each. Write the level on the back of each strip, using 1, 2, and 3 as symbols for the levels.
6. Have students attach their strips with job titles to a pyramid of the three educational levels.
7. Explain that all clusters contain jobs which fit equally as well in other clusters. Using the job titles already listed, have students determine which jobs might fit into another cluster and name the cluster.
8. Have students name people they know who are in Consumer and Homemaking Education jobs and name the job. *(Here is an excellent way to give students with special needs an opportunity to do extra work. Ask them to do a personal interview with the people they list, to get information for the class.)*

C. References:

1. Occupational Outlook Handbook, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
2. Dictionary of Occupational Titles, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
3. Occupational Exploration Kit, Science Research Associates, Inc., 2[illegible]9 Erie Street, Chicago, Illinois.
4. An Analysis of the 15 Occupational Clusters Identified by the U. S. Office of Education. (Contact: Dr. Theodore M. Vestal, Director Coordinated Effort for Career Education, Grayson County College, P. O. Box 979, Denison, Texas -5020.)
5. Encyclopedia of Careers and Vocational Guidance, Volume I and II, William Hopke, Editor-In-Chief, Doubleday and Co., Garden City, New York.

JOBS IN CONSUMER AND HOMEMAKING EDUCATION

WHICH ONE SHALL I CHEWS!!


Family Relations
Foods and Nutrition
Housing and Home Furnishings
Clothing and Textiles
Family Finance
Housekeeping
Child Care

STUDENT SECTION - UNIT 9: CONSUMER AND HOMEMAKING CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Name five of the seven areas of jobs in Consumer and Homemaking Education.
2. Name one job for each educational level in each area of Consumer and Homemaking Education.
3. List five Consumer and Homemaking Education jobs that are related to other clusters and list the clusters.
4. Name one person you know personally who works in a job in Consumer and Homemaking Education and give a brief description of the job.

B. Pretest:

1. List five areas of study covered in Consumer and Homemaking Education.
2. List the three levels of job entry and explain the educational requirements of each.
3. Name five jobs related to the Consumer and Homemaking Education cluster which will fit equally as well into another cluster and name the cluster.
4. Name five jobs related to the Consumer and Homemaking Education cluster.
5. Name two people you know who work in jobs related to Consumer and Homemaking Education and give their job title.

C. General Information:

All clusters have three levels of entry that are determined by educational requirements or training. These are general guidelines to help classify jobs and they may change from one geographic location to another and from one industry to another. The levels are arranged in a logical order with an increasing amount of education or training required for each. These levels are as follows:

1. Occupations requiring a college degree or more
2. Occupations requiring completion from high school or more
3. Occupations requiring less than high school completion

In all clusters there are occupations which are not "pure" to that cluster. This means that they will fit equally as well in another cluster. This is true because each cluster has such a wide variety of areas it can cover and such a wide variety of job qualifications in each.

Jobs in the Consumer and Homemaking Education cluster may very well be the most difficult to identify and classify because this cluster encompasses so many areas. To better understand this, consider the areas or job families in Consumer and Homemaking Education: Foods and Nutrition, Clothing and Textiles, Child Care, Family Relations, Housekeeping, Housing and Home Furnishings, and Family Finance and Consumer Education. Most jobs in these areas fit equally as well in other clusters. However, there are some general guidelines for determining where jobs fit best.

Child Care - Persons working in child care occupations are especially trained in understanding and dealing with children, and the techniques of caring for children. In addition to occupations requiring a professional degree in child care and guidance, related occupations such as nursery school attendant, day care center worker, kindergarten and teacher's aides, babysitting assistants in children's institutions, and similar occupations should be considered.

Clothing and Textiles - A person in this field has skills and interests in clothing design, construction, repair, and alterations, and in producing textiles of all kinds.

Foods and Nutrition - This is a general area covering jobs for persons who work in public and private eating establishments, processing and production plants, and for persons who deal with nutritional needs of various groups.

Housing and Home Furnishings - Jobs in this area require knowledge and skills related to home furnishings and equipment and in the construction of housing itself. This also includes assisting consumers in selecting furnishings, equipment, and housing.

Housekeeping - People employed in this area work in hotels, motels, private homes and various business and commercial buildings and perform the various duties required in cleaning and preparing rooms and other areas.

Family Finance and Consumer Education - These jobs are related to helping consumers make wise decisions about spending money and how to plan family income and expenditures for the best possible results.

Family Relations - People working in this area deal with family situations including marriage conflicts, child rearing, emotional upsets, divorce, and other problems.

D. Review:

1. What are the seven areas of study in Consumer and Homemaking Education?
2. What are the educational requirements for the three levels of job entry?
3. Name two jobs for each educational level in each area of Consumer and Homemaking Education.
4. Name 10 jobs included in Consumer and Homemaking Education that are related to other clusters and name the clusters.
5. Who do you know personally who works in each area of Consumer and Homemaking Education jobs? What is the nature of their work?

E. Post-Test:

Same as pretest.

UNIT 9A: GENERAL FACTORS TO BE CONSIDERED ABOUT CONSUMER AND HOMEMAKING EDUCATION

TEACHER SECTION:

A. Teacher Objectives:

1. To provide opportunities for the students to understand the relationship of the following factors within the cluster:
   a. The importance of the occupation within the cluster to our economy.
   b. The geographic location and mobility of occupations within the cluster.
   c. The trends, outlook and causes for them in these occupations.
   d. The physical requirements, job entry requirements, skill requirements, and nature of work.
   e. The general working conditions and environmental conditions of these occupations.

B. Suggested Teaching Activities:

1. To assist students in determining how a group of jobs fit into our economy, have students select a Consumer and Homemaking Education occupation they want to study. Construct a mobile of wire and string. Write the name of the job being studied on the front and back of a strip of construction paper, and attach the strip to the top of the mobile. Ask students to consider the following statement about the job: "What other jobs would be affected if this job no longer or never existed?" List the jobs they name on odd shapes of paper and attach them to the mobile. Explain that these jobs depend on each other for support just as the strings depend on the wire. Relate how jobs in our economy can interrelate and depend on each other for support.
2. Have on hand several old telephone directories for use in finding the location of jobs mentioned in this exercise. Also place a state map on the bulletin board. Divide the class into groups of three to four students for a game. Each group will be a team. Ask groups to select a chairman, secretary, and workers or reporters. Give each group a telephone directory and explain that the team with the most locations or addresses for jobs or industries related to Consumer and Homemaking Education wins the game. Allow about thirty minutes for the game. Assign each team a color and give them glass-head straight pins for the next part of the exercise. Have groups think of industries or jobs they know about in the state and the names of the towns in which these are located. Write the name of the job or industry on a piece of paper and attach this to the state map with the straight pins they were given. The team with the most pins on the board wins this game.
3. Discuss the meaning of mobility in jobs and ask the students to list jobs in Consumer and Homemaking Education which might be mobile.
4. Plan appropriate field trips for students to obtain information about factors being studied.

5. Invite resource speakers to provide information about certain or all of the factors being studied.
6. Use various filmstrips, films, slides, tapes, and cassettes to give students further information on factors being studied.
7. Ask students to bring real tools, equipment, typical clothing, raw materials, or other materials related to occupations in this cluster and make a display.
8. To help students learn about tools, equipment, work processes, working conditions and job skills, plan hands-on activities. The following is an excellent way to give them experience in the food processing industry. Show a series of teacher-made slides from a food processing plant. Let students use this for background to plan their own "factory." A cookie or candy factory or a bakery is an excellent source. Assign each student a job to perform in their factory. Use a recipe for an uncooked product when stoves are not available. Let students prepare, package, and role-play the selling of the product. When work is completed, give students time to study the work processes they went through, tools and equipment they used, conditions of their work, job duties, skills required, and other job factors. A hands-on activity similar to this should be done for each of the other six areas listed previously in this unit. These should show similar learning experiences.
9. Assign each student to analyze five jobs in Consumer and Homemaking Education using criteria to study the following job factors:
   a. Requirements: Educational, Skills, Job entry, and Physical.
   b. Nature of work
   c. Working conditions
   d. Trends and outlook and causes for each

C. References:

1. Cook (filmstrip with cassette) Eye Gate, Box 472, Corning, Arkansas 72422.
2. Day Care Workers (filmstrip with cassette) Guidance Associates, 41 Washington Avenue, New York, New York 10017.
3. Job Opportunities In A Restaurant (filmstrip with cassette) Society for Visual Education, Inc., 1345 Duersiz Parkway, Chicago, Illinois 60614.
4. Dictionary of Occupational Titles, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
5. Occupational Outlook Handbook, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
6. Occupational Exploration Kit, Science Research Associates, 259 Erie Street, Chicago, Illinois.
7. "An Analysis of the 15 Occupational Clusters Identified by the U. S. Office of Education." (Contact: Dr. Theodore M. Vestal, Director Coordinated Effort for Career Education, Grayson County College, P. O. Box 979, Denison, Texas 75020.)
8. Encyclopedia of Careers and Vocational Guidance, Volume I and II, William Hopke, Editor-In-Chief, Doubleday and Co., Garden City, New York.

STUDENT SECTION - UNIT 9A: GENERAL FACTORS TO BE CONSIDERED ABOUT CONSUMER AND HOMEMAKING EDUCATION

A. Student Behavioral Objectives:

1. Relate the importance of this cluster of occupations by listing at least five ways these types of occupations contribute to his current needs.
2. Give specific locations of five occupations in Consumer and Homemaking Education, and name two occupations within the cluster which are mobile.
3. Give the trends and outlook for at least two occupations within the cluster and give basic reason for the trend of each.
4. Give physical requirements, job entry requirements, skill requirements, and the nature of work for at least two occupations.
5. Explain for two occupations within this cluster, the working conditions and the envrionmental conditions.

B. Pretest:

1. Choose one job in Consumer and Homemaking Education and list five jobs which would be affected if the job no longer existed.
2. Give the name and address of three jobs or industries in our area related to Consumer and Homemaking Education.
3. Name three Consumer and Homemaking Education jobs which are mobile.
4. Write a job analysis of one job in Consumer and Homemaking Education using the following criteria:
   a. Requirements: Physical, Educational, Job entry, and Skills.
   b. Nature of work
   c. Working Conditions
   d. Trends and outlooks and causes of these.

C. General Information:

Consumer and Homemaking Education is so important in our society and economy that it has been taught in many public schools for years.

The field of home economics has been broadened considerably during the last few years, from the teaching of homemaking skills, such as the preparation of food and the making of clothes, to the inclusion of consumer knowledge and skills. The aim of home economics has remained consistent in the improvement of family living. Now this aim has been widened to include the welfare of the family in regard to consumer practices.

The purpose of Consumer and Homemaking Education is to educate families to be able to make the most of the resources at their command and to enhance individual, family, and social well-being in the process.

In theory, Consumer and Homemaking Education does not include the teaching of selling skills or skills which enable a person to earn a living in other ways, but in practice the person who sells or promotes products and the person who offers consumer education services may be one and the same. Outside of the teaching field, most of the occupations available to the Consumer and Homemaking specialist are in business, usually in the area of research and testing of products or the promotion of products or services. Food specialists, housing and household equipment specialists, and clothing and textile specialists make up the greater part of this cluster and generally find their places in the business world.

The location of jobs in this cluster, as in all others, is determined by the need for any given job in any given area. Since Consumer and Homemaking Education covers such a wide range of jobs, these could be said to be universal in our state and nation. For further understanding, consider the following:

Foods and Nutrition: Jobs in this area may range from a short order cook in the local "hamburger shop" to the chef in a plush restaurant; from a director of school lunch program to the dietician in a large hospital; from a car hop to an experienced waiter. Wherever we find a town large enough for a local drive-in or a school, we find jobs in the foods and nutrition area. It progresses from this point to the most exclusive restaurants, metropolitan hospitals, state health department which governs sanitary food conditions, and food production and processing plants.

Child Care: In our changing society we see a need for the care of children while mothers work. Certainly, we see that workers in day-care centers, kindergartens, and babysitters are directly related to child care. However, we have an even wider range of jobs when we consider workers in a toy store, children's clothing departments, children's hospitals, foster-care homes, and pediatric clinics. These jobs are located in all parts of the city and are found throughout our state and nation.

Housing and Home Furnishings: Wherever we find homes or business we find people who design and build these buildings and who decorate and furnish them once they are built.

Housekeeping: As long as we have buildings - public or private - we have the need for persons who care for and maintain them. These jobs are as widespread and as different as the people and buildings which make them available.

Clothing and Textiles: All jobs in this area are not confined to the making of fabrics and clothing. The selling, alteration, and care of clothing also fit here. Jobs in textile manufacture are limited in location to areas where raw materials are most abundant and most easily obtained. Naturally, the garment industry follows the same rule. There is a high concentration of garment manufacturers in the Middle Atlantic states due to the fact that this is where they had their origin. The other jobs listed are related to human needs and are found where we find a group of people large enough to support them.

Family Finance: Here it is very difficult to separate where Consumer and Homemaking Education jobs start and business ends. But again, we see this as a human need which is universal; therefore, the jobs are universal.

Family Relations: Even though these jobs are directly related to human needs, we usually find these jobs in the larger cities. The jobs are usually of a specialized nature and require large numbers of people to support them.

The outlook for Clothing and Textile jobs is good due to the increasing demand for apparel and textile fabrics. Another factor which contributes to a favorable outlook is the fact that the apparel industry has a rapid turnover. Four out of five workers in this industry are women who leave work to marry and rear families. Opportunities in Foods and Nutrition are expected to increase rapidly. One factor is the large number of families using prepared foods. Another factor is the large number of restaurants and eating establishments going into business. Food science and research also adds to the number of jobs opening in this area.

Child Care occupations are increasing because of the number of mothers who work and need a person in the home or outside the home to care for their children. Also, an increase of toys on the market creates jobs related to this area.

There is a slight trend upward for Family Finance and Consumer Education jobs. Families are planning more today and are utilizing information obtained from people in these jobs. Consumer Education is one of the biggest trends in our country today and naturally requires a large number of jobs to do what is expected. Housing and Home Furnishings jobs are expected to increase during the years ahead. The greatest factor is the affluence of our society. People have more money to spend on building and decorating homes. The building jobs may slowly decrease toward the latter part of the 1970's due to the trend in rising costs and interest rates. In Housekeeping, the occupations are plentiful, but there is a reluctance on the part of job seekers to do this type of work. The factors which cause the increase in the number of jobs are the need for private household help due to housewives who work and the increase in the number of commercial buildings which must be maintained.

Family Relations jobs are also on the increase. This increase is due to the breakdown of family life and the resulting problems. These problems cause a demand for trained persons who can deal with them properly.

Job duties and requirements are so widely varied in this cluster and within each job area that it would be impossible to summarize these. It is suggested that each job be studied separately.

E. Post-Test:

Same as pretest.

UNIT 9B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN CONSUMER AND HOMEMAKING EDUCATION SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on at least two specific occupations within Consumer and Homemaking Education.
2. To guide students in assessing occupational information.
3. To guide the student in writing a tentative favorable or unfavorable decision giving reasons based on the major factors he has considered.

B. Suggested Teaching Activities:

1. Provide the students with forms to collect occupational information (see Appendix I for form).
2. Have students select according to their choices, two specific occupations from this cluster for research of complete information and make a tentative favorable or unfavorable decision.

C. References:

1. Job Guide for Young Workers, Government Printing Office, Washington, D. C.
2. Finding Your Job Orbit, Chronicle Guidance Publications, Moravia, New York 13118.
3. Films available from State Department of Education Film Library, Little Rock, Arkansas 72201, "Your Job-Getting Ahead," "Where the Action Is," and "You and Your Work."
4. Know Yourself, Dr. Arnold Ganly and Dr. George Elias, Webster Division, McGraw-Hill Book Co., New York, New York.
5. Choosing Your Occupation, U. S. Government Printing Office, Washington, D. C., Price - $0.15.
6. Choosing Your Occupation, State Department of Education, Little Rock, Arkansas - Free.
7. Finding the Right Job, State Department of Education, Little Rock, Arkansas - Free.
8. "Career Planning in a Changing World," *Film*, Popular Science Publishing Co., 239 West Fairview Blvd., Inglewood, California 90302.
9. Occupational Information, Robert Hoppock, McGraw-Hill Book Co., New York, New York.

STUDENT SECTION - UNIT 9B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN CONSUMER AND HOMEMAKING EDUCATION

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Give basic and sound reasoning why the two occupations selected for research are favorable or unfavorable for his career.
2. Identify basic factors to consider about himself when selecting an occupation to study.
3. List at least four sources that can be used to secure information about an occupation.
4. Provide from his notebook information collected on two specific occupations.

B. Pretest:

Not considered an essential part of this unit.

C. General Information:

In selecting alternate career choices and doing research you are not so primarily interested in making a final life-time decision, but in learning how to use the decisionmaking process you have learned about and how to gather career information.

Before selecting careers to study you must first consider factors about yourself which help determine your choice. First you must consider your abilities. You have a basic idea of what you are capable of doing. However, to further evaluate your ability you may use aptitude tests and standardized tests given in many schools. Another factor to consider is your interest. There are interest inventories you may use to help determine your interest, but perhaps the best way to determine this is an evaluation of the things you like and do not like in your daily activities. For example: which school subjects are your favorites, what do you do with your free time, and what are some of your hobbies? These things give clues to determining your interest. Another thing you must consider is your personality and how it fits into the specific job you are studying. Personality inventories are helpful, but again, you must look at yourself and make an evaluation.

When you finally decide on careers to study you have four basic sources of information to use. They are as follows:

1. *Printed materials:* These are books, pamphlets, brochures, occupational briefs, etc.
2. *Visuals:* These include films, filmstrips, transparencies, slides, pictures, and field trips.
3. *Audio materials:* Records, tapes, personal interviews, etc.
4. *Real materials and hands-on activities:* Tools, raw materials, equipment, etc.

In looking at any job there are criteria you must use to decide whether this is the best job for you. Too many times you may consider only how much money you will make and the hours you will work. These are important, but there are other factors that may be just as important as these. The following is a list of some things to consider in analyzing a job.

1. Job duties
2. Educational requirements
3. Job location
4. Working conditions
    a. Type of surroundings
    b. Type of people with whom you work
5. Salary
6. Hours
7. Fringe benefits
8. Advantages and disadvantages

Before making a favorable or unfavorable desision you must be sure you have used as many sources as possible to obtain all the information you need. You must also be sure you have used these sources to analyze the job according to the criteria you have set up. Finally, you must be sure it fits the personal factors you have considered.

D. Review:

1. Did you get to explore your occupation to the fullest?
2. Did the methods and sources you used provide enough information to make a choice?
3. Did you evaluate personal factors?
4. Did you carefully examine your research materials for accuracy before using it as a source (see Appendix J)?

E. Post-Test:

An examination of the completed notebook should be a sufficient tool for evaluating progress.

Marine Science

UNIT 10. CLUSTER: MARINE SCIENCE

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

041.081	Aquatic Biologist	024.081	Marine Engineer
041.081	Marine Geophysicist	024.081	Hydrologist
024.081	Marine Geologist	041.168	Fish Culturist
041.081	Fishery Bacteriologist	014.281	Marine Draftsman
001.081	Marine Architect		

Level 2: High School Graduate or More

025.288	Hydrographer	436.181	Alligator Farmer
436.181	Frog Farmer	436.181	Fish Farmer
436.181	Shellfish grower	899.281	Diver
623.281	Marine Engine Machinist	623.281	Machinist, Outside
623.281	Motorboat Mechanic	891.138	Dockmaster
187.168	Manager, Marine Service	976.131	Laboratory Chief
029.181	Laboratory Tester	029.381	Laboratory Tester II

Level 3: Less than High School

431.782	Clam Dredge Operator	439.687	Clam Dredgeman
431.884	Fisherman, Pot, Trap	432.884	Fisherman, Line
433.884	Fisherman, Spear	439.884	Fisherman, Diving
437.884	Sponge Gatherer	437.887	Kelp Cutterman
439.884	Seal Hunter	451.884	Walrus Hunter
222.587	Fish Icer	437.887	Sponge Clipper
521.887	Shellfish Shucker	525.884	Fish Cleaner
521.886	Fish-Machine Feeder	529.885	Shellfish-Processing Machine Tender
436.884	Hatchery Men		
436.884	Shellfish-Bed Man	379.884	Skin Diver
899.884	Diver Pumper (Helper)	623.884	Motorboat-Mechanic Helper
911.883	Motorboat Operator	891.884	Dockman

TEACHER SECTION:

A. Teacher Objectives:

1. To give pupils a realistic concept of the kinds and scope of jobs that are available in marine science.

2. To provide an understanding that in all occupations, such as marine science, there are varying levels of work that require different levels of education.
3. To provide the information concerning the three educational requirements named for the work levels.
4. To provide an understanding that some jobs in marine science do not deal totally with the field of Marine Science.
5. To provide the opportunity for students to associate certain Marine Science jobs with people who they know work in such occupations.

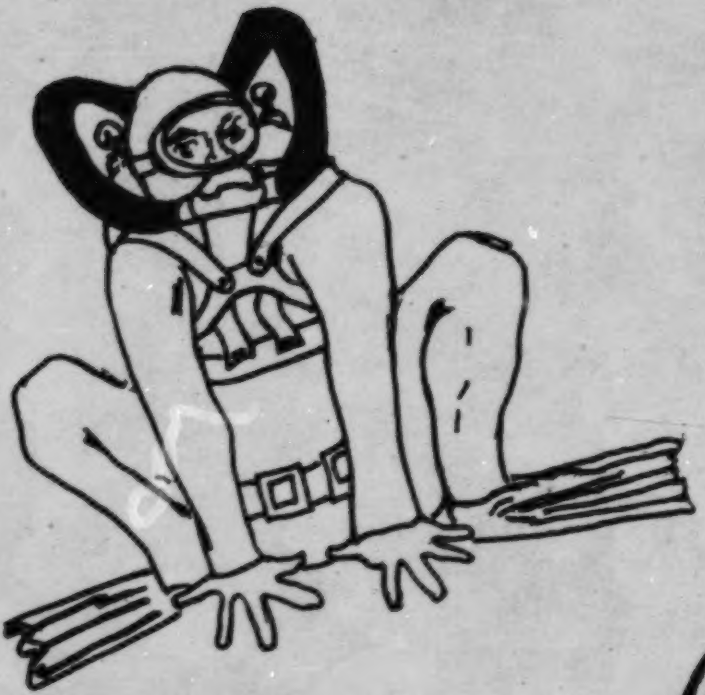
B. Suggested Teaching Activities:

1. Use the cluster poster to show the many jobs related to Marine Science and the three levels of occupations.
2. Discuss the different educational requirements of various occupations under each level.
3. Bring in guest speakers with occupations in marine science.
4. Discuss in class some jobs offered in Marine Science, but do not deal entirely with Marine Science. For example, a marine meteorologist is in the Marine Science cluster, but it is also in the public services cluster because these people give the weather reports to the public.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Vol. I, Definition of Titles, 1965, 3rd edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
2. Outlook Handbook, 1972-73 edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

MARINE SCIENCE



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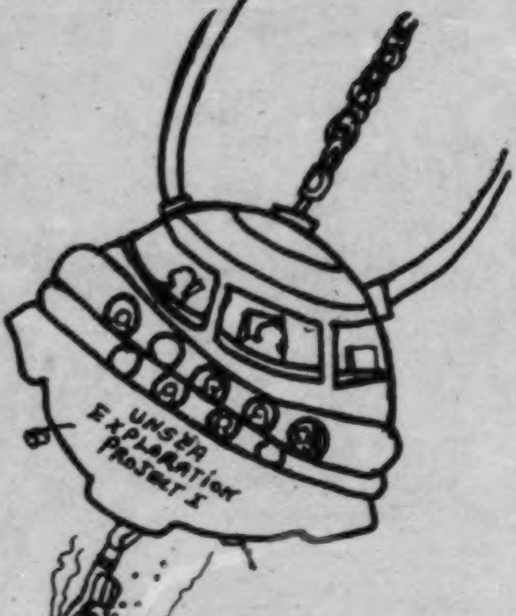
UNSEA EXPLORATION PROJECT I
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STUDENT SECTION - UNIT 10: MARINE SCIENCE CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Select 10 Marine Science occupations from a list of 30 occupations.
2. Name two occupations under each occupational level.
3. Name the three educational requirements one must meet to get a job on any of the three occupational levels.
4. List at least five occupations not dealing entirely with the field of Marine Science, but are related in some way.
5. Match the occupation to the person that works in that occupation choosing occupations from the immediate area.

B. Pretest:

Choose the correct answer or answers:

1. The job listed in the Marine Science cluster (a) marine draftsman (b) exterminator (c) contractor.
2. One of the occupational levels is (a) less than high school (b) managerial (c) professional.
3. One educational requirement is (a) having the needed skills (b) knowing how to fish (c) being able to fill out forms.
4. A marine biologist needs (a) less than high school (b) on-the-job training (c) college degree or more.
5. The job that does not deal entirely with Marine Science but is an integral part of it is (a) lumberman (b) ocean mining (c) navy man.
6. A legal requirement is having (a) needed skills (b) being the right age (c) having the needed courses in high school.
7. A job in Marine Science requiring a high school education is (a) fish culturist (b) marine geologist (c) fisherman.
8. A fisherman is on the occupational level (a) requiring a college degree or more (b) high school education or more (c) less than high school.

ANSWERS: 1.a, 2.a, 3.a, 4.c, 5.b, 6.b, 7.a, 8.c

C. General Information:

The jobs listed in the Marine Science cluster have to do with drawing from the water whether it be ocean or fresh water or working on machines used in the water. Some of the jobs listed in the cluster are marine geologists, divers, fish farmers, fishermen, and seal hunters. All of these jobs are integral parts of the cluster. Jobs on all three occupational levels are given as examples. There are three occupational levels from which to work. They are requiring a college degree or more, requiring a high school education or more, and requiring less than high school.

Not only are there occupational levels, but there are educational requirements named for each level. These are having the needed skills, the correct training, and the needed high school courses. All these requirements and the extent of each vary with the occupational level and job.

There are many jobs listed in the Marine Science cluster that are also important enough to be listed in other clusters. One example of this is off-shore drilling. All the occupations related to this would be listed with Agri-Business and Natural Resources. This job deals with Marine Science because the drilling is going on in the water, but the actual drilling has to do with the natural resources.

When you hear the name marine biologist, geologist, or fisherman, you often associate that title with someone you know. Can you associate any of the occupations listed in the cluster poster to people you know?

D. Review:

1. What are some jobs in the Marine Science field?
2. What are the different levels of education needed for different occupational levels?
3. What are the different occupational levels of jobs?
4. What determines the educational requirements that must be met before one can get a job in the Marine Science field?
5. What are some jobs not entirely related to Marine Science but are part of Marine Science?

E. Post-Test:

Same as pretest.

UNIT 10A: GENERAL FACTORS TO BE CONSIDERED ABOUT MARINE SCIENCE

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students with the opportunity to understand the importance of the occupations within the Marine Science cluster to our economy.
2. To help students become aware that some occupations in the Marine Science field are becoming more mobile. Many factors determine the location of these jobs.
3. To help students understand what is meant by job trends, the occupational outlook, and how developments of this type can affect planning for a future in Marine Science.
4. To help students gain an understanding of the physical and job-entry skill requirements and nature of work relative to a career in Marine Science.
5. To provide an understanding of the wide range of working conditions and environmental conditions that need to be considered in choosing an occupation in Marine Science as a career.

B. Suggested Teaching Activities:

1. Go on field trips to places related to Marine Science. For example, go to a boat dock and see how it is run; go to a boat motor repair shop and see how the motors are repaired; if possible, see a fish cannery, or an off-shore drilling rig.
2. View films on various occupations in Marine Science.
3. Interview a commercial fisherman, or geologist, or diver, and report on the type of environmental and working conditions. Report on their feelings of being mobile in their work.
4. Have students construct a chart on job trends and outlook in Marine Science; also, include job-entry requirements and show the training needed for various jobs in the Marine field.
5. Have students bring to class tools or equipment used in Marine Science. For example, a large rod and reel used for deep sea fishing, or a large net. A model may be brought to show a bathysphere or large fishing boat. A Scuba diving outfit may be available.
6. Have students display various uniforms worn in Marine Science.
7. Play charades acting out different occupations in the Marine Science field.
8. Listen to and watch filmstrips on occupations in Marine Science.
9. Use an aquarium to show under-water safety.
10. Have some one illustrate boating safety.

C. References:

1. C.O.T. (Dictionary of Occupational Titles) 1965, 3rd Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

2. Outlook Handbook, 1972-73 Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
3. Annual Manpower Planning Report, Arkansas Employment Security Division, Little Rock, Arkansas, August 1973.
4. "The Ocean Floor," Eye Gate, 146-01 Archer Ave., Jamaica, New York.
5. "Career Education Clusters," Westinghouse Learning Press, 100 Park Avenue, New York, N.Y. 10017.

STUDENT SECTION - UNIT 10A: GENERAL FACTORS TO BE CONSIDERED ABOUT MARINE SCIENCE

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. List five specific Marine Science occupations.
2. Name the importance of five Marine Science occupations.
3. Describe the type of working habits needed for these jobs.
4. Define mobility and explain how some occupations in Marine Science are mobile.
5. Give the trends and the outlook for Marine Science occupations.
6. List the entrance requirements and training opportunities for at least two occupations in Marine Science.
7. Give the working and environmental conditions for two Marine Science occupations.

B. Pretest:

Answer T(True) or F (False) each of the following:

( ) 1. Each occupation listed in the Marine Science cluster is important to us in some way.
( ) 2. Marine geologists study the land formations on the ocean floor.
( ) 3. Fishermen are not important to the canned fish supply in our supermarkets.
( ) 4. Geologists are mobile in their work.
( ) 5. Oceanographers are mobile to the extent of leaving land and homes for months to stay on a boat and study the oceans, its currents, and contents.
( ) 6. The trends of Marine Science are negative.
( ) 7. Marine Science is becoming more prevalent these days because of trying to find ways of using the sea for food and other ways.
( ) 8. Job-entry requirements vary with the level of work you choose.
( ) 9. The environmental conditions vary from one job to another in Marine Science.
( ) 10. The working conditions are not considered hazardous when working in Marine Science jobs.

ANSWERS: True: 1, 2, 4, 5, 7, 8, & 9 - False: 3, 6, & 10

C. General Information:

Food and land are becoming more scarce because of the world's large population. Many occupations are geared to finding ways of producing food in the ocean and learning about the land and its formations under the ocean. The jobs in Marine Science are becoming more and more important to our lives as our population continues to grow. To find food is only one importance of Marine Science occupations. The study of ocean currents are very important to us also. Weathermen who keep us posted on weather conditions are very important.

To understand how some occupations are mobile in Marine Science, which means moving from place to place, we can look at an oceanographer. He leaves the land and his home, possibly for months, to live on a ship and study the ocean and its contents. He may spend part of his time under water and part in the lab testing that which he has collected. Another example of such mobility is the geologist. He has to go from one area under water to others to understand how the different land formations were formed and how they have acted upon each other.

There are many reasons that Marine Science occupations are moving in a positive trend and the crowded population is one reason. The federal government is interested in projects that will help alleviate the crowded situation that is projected in the future.

In choosing a career from Marine Science there are certain factors that should be considered. For example, your physical condition. To work in most of the Marine Science jobs one must be in very good physical health. Also, if a person has a family, there are jobs that would not be considered as favorable.

There is a wide range of environmental conditions, working conditions to choose from along with the nature of the work. If one has the needed education and experience, then he can pretty well choose what he wants in a job.

D. Review:

1. Why are occupations in the Marine Science field important to our economy?
2. What impact does population change have in employment trends in Marine Science occupations?
3. What effect does modern technology have on the creation of new Marine Science occupations, eliminating others?
4. What is the occupational outlook for Marine Science occupations in Arkansas? Are there newspaper articles in this regard?
5. What are the advantages and disadvantages of jobs that are highly mobile?
6. What are the entrance requirements for most jobs in Marine Science?
7. Have the trends in the Marine Science field been psoitive or negative?

E. Post-Test:

Same as the pretest.

UNIT 10B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN MARINE SCIENCE SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on two specific occupations within the Marine Science cluster.
2. To guide students in assessing possible occupational information in light of their own personal needs, aptitudes, and preferences.
3. To further develop proper techniques for making sound and wise vocational choices.
4. Have students record resources used and evaluate the accuracy of information found. (See Appendixes I and J for forms.)

B. Suggested Teaching Activities:

1. Provide students with the forms to collect information.
2. Have students select the occupations they wish to research within the Marine Science cluster; have them record the information on the form, Guide for a Systematic Study. Review each item on the form to make sure each student understands what to do and how.
3. Guide the student in writing a tentative favorable or unfavorable decision, giving reasons based on the major factors considered.
4. Provide a variety of resources for students.

C. References:

1. D.O.T. (Dictionary of Occupational Titles) Volume I, Definition of Titles, 3rd Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (1972-73 ed.).
3. "Exploration of Occupations in the Natural Resources," U. S. Department of Health, Education, and Welfare, Office of Education.
4. "Ocean Temperatures," "Ocean Salinity," "Ocean Circulation: Surface," "Ocean Waves," "Ocean Tides." Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, 6 super 8mm loops.

STUDENT SECTION - UNIT 10B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN MARINE SCIENCE

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Show information gathered on two specific occupations within the Marine Science cluster.
2. Give basic reasoning why two occupations researched are favorable or unfavorable career choices.
3. File completed information forms in your notebook for later reference.
4. Name five sources of occupational information on Marine Science.

B. Pretest:

Answer T (True) or F (False) each of the following:

( ) 1. Certain factors should be considered in making a job choice.
( ) 2. It is important to explore all angles of a job before choosing it as a career.
( ) 3. Job trends are positive in Marine Science.
( ) 4. An aquatic biologist is listed under the Marine Science cluster and the Environment cluster.
( ) 5. A job-entry requirement is being of legal age.
( ) 6. One's physical condition should play a part in making a job choice.
( ) 7. A source of information that should be considered in gathering data on jobs is audio-visual materials.
( ) 8. There is no need to consider "hands-on" activities as a way to obtain information on a job.

ANSWERS: True: 1, 2, 3, 4, 6, & 7 - False: 5 & 8

C. General Information:

The working conditions, environmental conditions, the nature of work, the job-entry requirements, and the extent of education varies in all the jobs in the Marine Science cluster. Knowing that these are important factors to consider in researching a job, one can use these factors in helping make a wise decision. For example, if you had a family and wanted to stay close to home in your job, then more than likely you would not want to be an oceanographer who stays away from home sometimes for weeks, or possibly months.

While studying the Marine Science cluster, some jobs may have interested you. Using what you know about researching a job, choose two specific jobs on which to gather information. One job will be your first job choice and the second, your alternate job choice.

Use the same information sources to gather data for both jobs. Some of the information sources you would use are audio-visual materials, hands-on activities with tools and equipment, and simulated work processes. Other sources may be what you have learned from guest speakers, from someone you know, or possibly from a field trip. If you need other information, check with the teacher.

To help you keep all your data in a uniform manner, you should use the "Guide to Collecting Occupational Information" provided by the teacher.

Remember, research two specific occupations in the Marine Science cluster that interest you, use all sources of information, compile pertinent information on forms provided by the teacher, ask any questions, and make a first job choice and an alternate choice.

D. Review:

1. What factors do you consider to be most important about the occupation?
2. Can your disqualifying factors, if any, be overcome in a Marine Science job you prefer?
3. What can be done to overcome these factors?
4. If disqualifying factors for one specific job in the Marine Science field cannot be overcome, what should one do?
5. What are some requirements that must be met to get a job?
6. What types of information sources should be used in researching a job possibility?

E. Post-Test:

Same as pretest.

Fine Arts
and
Humanities

UNIT 11. CLUSTER: FINE ARTS AND HUMANITIES

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

142.051	Interior Designer	001.081	Architect
142.281	Painting Restorer	055.088	Anthropologist
148.081	Sculptor	102.118	Curator
143.062	Photographer	149.287	Art Appraiser
032.088	Drama Critic	052.038	State Historical Society Director
052.088	Historian		

Level 2: High School Graduate or More

139.008	Humorist	151.028	Choreographer
142.031	Display Manager	730.281	Musical Instrument Repairman
137.268	Interpretor		
969.261	Costume Mistress	962.138	Stage Property Foreman
102.381	Museum Technician	151.048	Dancer

Level 3: Less than High School

148.081	Potter	109.368	Bookmobile Driver
129.208	Parish Worker	971.281	Lithographer
964.887	Flyman	143.858	Camera Girl
353.368	Museum Guide	964.887	Stage Hand
109.687	Library Page	372.868	Stage Doorman

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the students with an overview of occupations in Fine Arts and Humanities.
2. To provide an understanding that occupations have different levels of entry which require different levels of education and training.
3. To guide students in understanding that some jobs studied in Fine Arts and Humanities fit equally as well in other clusters.
4. To provide an opportunity for students to relate to persons they know who work in certain jobs in Fine Arts and Humanities.

B. Suggested Teaching Activities:

1. Introduce Fine Arts and Humanities by setting up definitions of the

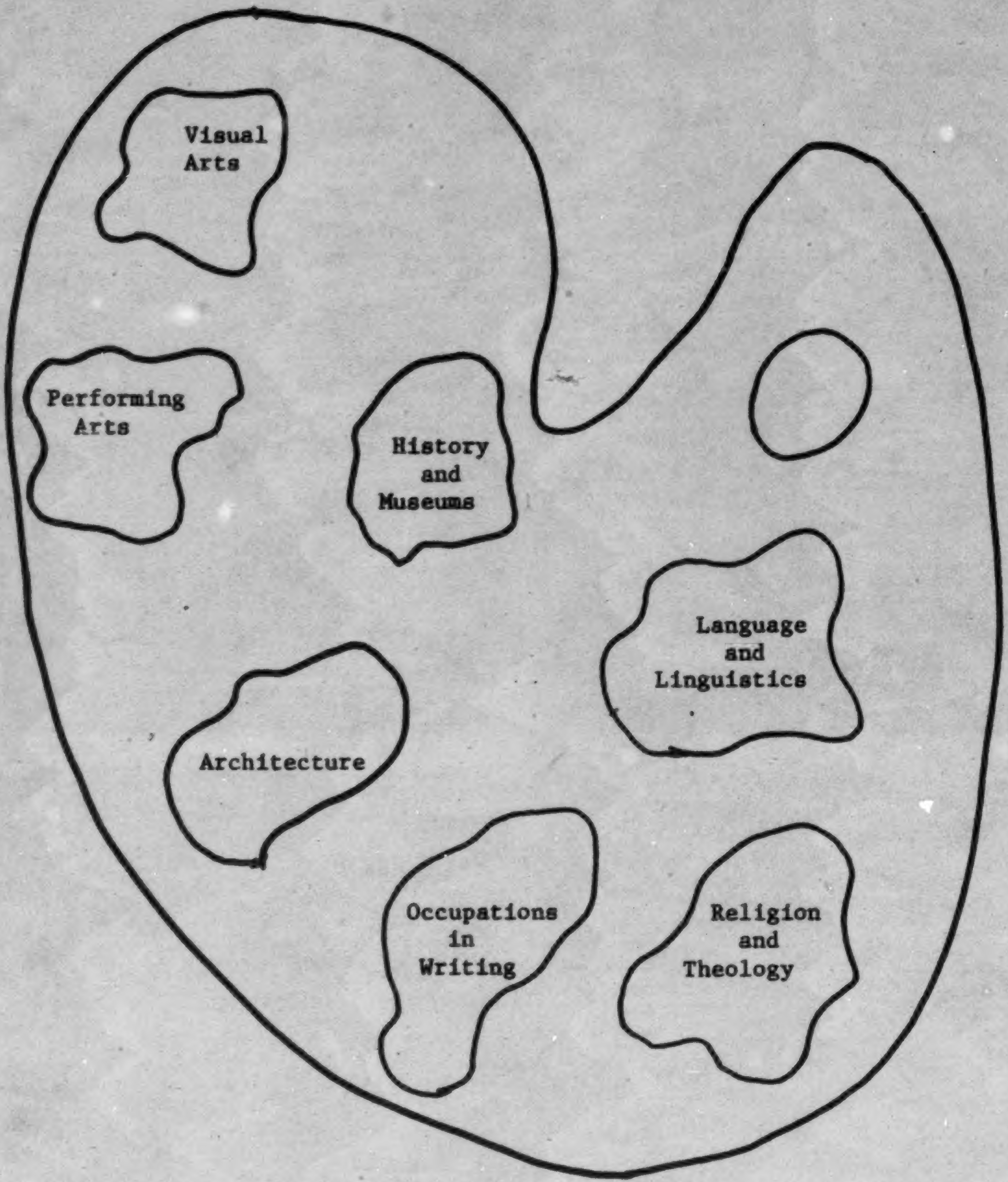
terms "fine arts" and "humanities."

2. Make a bulletin board or use a transparency showing the seven job families and explain what might be included in each.
3. Ask students to name jobs which might fit under each of the job families. List these on the chalk board or overhead projector.
4. Explain to students that jobs have three levels of entry which require different levels of education. Display posters of each level with a list of jobs which fit under each.
5. Discuss the fact that some jobs being studied in Fine Arts and Humanities are not "pure" to that cluster.
6. Ask students to list jobs which fit in Fine Arts and Humanities and in other clusters, and have them list the cluster.
7. Have students name as many persons as possible who they know that work in jobs related to Fine Arts and Humanities.

C. References:

1. Dictionary of Occupational Titles, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
2. Occupational Outlook Handbook, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
3. Occupational Exploration Kit, Science Research Associates, 259 Erie Street, Chicago 11, Illinois.
4. Encyclopedia of Careers and Vocational Guidance, Volume I and II, William Hopke, Editor-In-Chief, Doubleday and Co., Garden City, New York.
5. "An Analysis of the 15 Occupational Clusters Identified by the U. S. Office of Education." (Contact: Dr. Theodore M. Vestal, Director of Coordinated Effort for Career Education, Grayson County College, P. O. Box 979, Denison, Texas 75020.)

PAINT YOUR FUTURE WITH SUCCESS IN FINE ARTS AND HUMANITIES


Visual Arts
Performing Arts
History and Museums
Language and Linguistics
Architecture
Occupations in Writing
Religion and Theology

STUDENT SECTION - UNIT 11: FINE ARTS AND HUMANITIES CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Name five of the seven job families in Fine Arts and Humanities.
2. Name one job for each educational level in each job family in Fine Arts and Humanities.
3. List five Fine Arts and Humanities jobs which are related to other clusters and list the cluster.
4. Name one person who works in a job related to Fine Arts and Humanities and his job title.

B. Pretest:

Answer T (True) or F (False) each of the following:

( ) 1. All job clusters have basically three levels of job entry.
( ) 2. The levels of job entry are determined by the number of years experience a person had on a job.
( ) 3. There are jobs in Fine Arts and Humanities which will fit equally as well in other clusters.
( ) 4. Architecture is not related to Fine Arts and Humanities.
( ) 5. A commercial artist and a fine artist are the same except that a fine artist has a college degree.
( ) 6. The performing arts include only those jobs related to acting.
( ) 7. Linguistics is the science as well as the art of language.
( ) 8. All job entry levels are the same for every industry and every location.
( ) 9. History is the systematic study of the past.
( ) 10. Theology is usually considered a branch of philosophy.

ANSWERS: True: 1, 3, 9 & 10 - False: 2,4,5,6,7, & 8

C. General Information:

All job clusters have basically three levels of job entry. These are determined by the education or training required for the job. The levels are not always the same from one geographic location to another, or from one industry to another. They are used primarily as guidelines and are arranged as follows:

1. Occupations requiring college or more
2. Occupations requiring high school or more
3. Occupations requiring less than high school

In Fine Arts and Humanities, we find occupations which do not belong exclusively to this cluster. These are not "pure" to the cluster. An example of this would be a salesperson working in a music store. This occupation would be more "pure" in Marketing and Distribution, but because of its association with music and the necessity that the worker have some knowledge of music it fits also in Fine Arts and Humanities.

Fine Arts and Humanities is so varied in scope and activities that it must be broken down into job families. The job families are:
1. *The Visual Arts:* The division in this area is between the commercial

artist, who works on a commissioned or salaried basis, and the fine artist who must find his own market for his finished work. There is a difference also in technique and application; both deal in picture images and symbols as well as the elements of aesthetics. The commercial artist usually works in advertising and illustrating, in printing and publishing, in motion pictures, in technical fields and in designing industrial products.

2. *The Performing Arts:* This includes dance, drama, and music.
3. *Occupations In Writing:* Writers are directly related to and dependent upon the publishing world.
4. *Architecture:* This is the art and technique of building. Architecture is considered a service, but by the nature of the actual work being done it is also considered the most abstract of the arts.
5. *Language and Linguistics:* Linguistics is the science as well as the art of language. It is concerned with origins, structures, and modifications.
6. *History and Museums:* History is the branch of knowledge which deals systematically with the past.
7. *Religion and Theology:* Careers in religion deal with helping serve the spiritual needs of others. Theology is usually considered a special branch of philosophy. It is concerned with the analysis and interpretation of the traditional doctrines of religion.

D. Review:

1. Do you know the definition of Fine Arts and Humanities?
2. Can you list the three educational levels of job entry?
3. Can you explain what is meant by jobs that are not "pure" to a cluster?
4. Can you list the seven job families of Fine Arts and Humanities and give a brief description of each?

E. Post-Test:

Same as pretest.

UNIT 11A: GENERAL FACTORS TO BE CONSIDERED ABOUT FINE ARTS AND HUMANITIES

TEACHER SECTION:

A. Teacher Objectives:

1. To provide opportunities for the students to understand the relationship of the following factors within the cluster - Fine Arts and Humanities.
    a. The importance of the occupations within the cluster to our economy.
    b. The geographic location and mobility of occupations within the cluster.
    c. What are the trends, outlook, and causes for them in these occupations.
    d. What are the physical requirements, job entry requirements, skill requirements, and nature of work.
    e. What are the general working conditions and environmental conditions of these occupations.

B. Suggested Teaching Activities:

1. Arrange for resource speakers to visit class to give students information on factors being studied.
2. Show filmstrips, slides, films, and transparencies which bring out information on factors being studied.
3. This is an excellent opportunity to tie this cluster to school-related studies. Ask the art, music, history, or drama teacher to speak to your class or show materials or equipment used in these occupations.
4. Assign students, or groups of students, to prepare reports on the various job families.
5. Ask students to do personal interviews with people in Fine Arts and Humanities occupations.
6. Ask students to select a job from one of the job families and make a poster showing which other jobs would be affected if the job they selected no longer or never existed.
7. Lead class in discussing the geographic location and mobility of jobs in Fine Arts and Humanities. Use posters and other visuals to illustrate where these jobs are located.
8. Have students select two jobs to study. Make a list of factors to be analyzed which includes the ones mentioned in the behavioral objectives.
9. After a visit to a local art or historical museum (or slide presentation if a museum is not available) have students set up their own museum. Plan carefully so that each student has a job which is similar to one in an actual museum. A model of the museum can be constructed using shoe boxes for rooms. Exhibits can be arranged in the classroom to simulate those which are included in the museum. Ask the librarian to display the exhibits and the model of the museum. Have students evaluate what they have learned about job duties, working conditions, requirements, equipment, and work processes.

10. Plan a similar hands-on activity for each of the other six job families.

C. References:

1. Dictionary of Occupational Titles, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
2. Occupational Outlook Handbook, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.
3. Occupational Exploration Kit, Science Research Associates, 259 Erie Street, Chicago 11, Illinois.
4. Encyclopedia of Careers and Vocational Guidance, Volume I and II, William Hopke, Editor-In-Chief, Doubleday and Co., Garden City, New York.
5. "An Analysis of 15 Occupational Clusters Identified by the U. S. Office of Education," (Contact: Dr. Theodore M. Vestal, Director Coordinated Effort for Career Education, Grayson County College, P. O. Box 979, Denison, Texas 75020).
6. Your Future In Museums, by William A. Burns, Richard Rosen Press, Inc., New York 10010.
7. Opportunities In Free Lance Writing, by Hazel Carter Maxon, Vocational Guidance Manuals, Educational Book Division of Universal Publishing and Distributing Corp., New York, New York.
8. The Clergy and What They Do, by Hartzell Spence, Franklin Watts, Inc. 575 Lexington Avenue, New York, New York.
9. Archeologists and What They Do, by Robert J. Briadwood, Franklin Watts, Inc., 575 Lexington Avenue, New York, New York.
10. Your Career in the Theater, by Burt Hirschfield, Julian Messner, Inc., New York, New York.
11. Opportunities in Acting, by Dick Moore, Vocational Guidance Manuals, Educational Books Division of Universal Publishing and Distributing Corp., New York, New York.

STUDENT SECTION - UNIT 11A: GENERAL FACTORS TO BE CONSIDERED ABOUT FINE ARTS AND HUMANITIES

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Relate the importance of this cluster of occupations by listing at least five ways they contribute to his current needs.
2. Give specific locations of five occupations in Fine Arts and Humanities and name two occupations within the cluster that are mobile.
3. Give the trends and outlook for at least two occupations within the cluster and give basic reasons for the trend of each.
4. Give physical requirements, job entry requirements, skill requirements, and the nature of work for at least two occupations.
5. Explain for each of two occupations within this cluster the working conditions and the environmental conditions.
6. Identify tools, equipment, machines, materials and work processes as they relate to occupations in this cluster.

B. Pretest:

1. Name four ways Fine Arts and Humanities jobs are important to our economy and society.
2. Write two job descriptions for jobs in Fine Arts and Humanities.
3. What is the one requirement which is basic to most jobs related to Fine Arts and Humanities.
4. Give the employment outlook for three job families and tell the causes for it.

C. General Information:

Fine Arts and Humanities covers those studies and activities concerned with the social, moral, and aesthetic values of a culture and as such is concerned with the individual--his goals and growth as a responsible member of his community. Without the jobs related to this cluster, man would lose his opportunity to express his thoughts and feelings and develop his highest technical skills. He would not have the opportunity to be entertained, and the pattern and quality of contemporary life would be directly affected.

In general, jobs in Fine Arts and Humanities are confined to cities large enough to support their activities. There are many exceptions to this, however. For example, one may find clergymen and teachers who are in subjects related to Fine Arts and Humanities in rural areas. Also, the works of people who are related to areas of history, museums, language, and linguistics, may take them not only to the rural areas but to foreign countries as well.

There is a great deal of mobility in many jobs in this cluster. This would be especially true of certain jobs in religion, performing arts, history, museums, language and linguistics.

The employment outlook in the Visual Arts is expected to be favorable throughout the 1970's. Young people with only average ability and little specialized training probably will find limited opportunities for advancement. The favorable outlook in this area is due to the upward trend of business expenditures for visual advertising, the rapid change in design of products on our consumer market, and the consumer's ability to buy products of the visual arts.

In the Performing Arts, the outlook is not so good. Overcrowding has existed in this field for many years and is expected to remain. In the 1970's the number desiring to enter these professions is expected to highly outnumber employment opportunities. Even highly talented young people are likely to find stiff competition and economic difficulties. The cause for this overcrowding is clearly the nature of the work. Occupations in the Performing Arts are glamorous; yet when one is successful, they can be very high paying occupations.

Jobs in the History and Museum area are expected to be very plentiful in the 1970's. Most opportunities will be for persons who have a college degree or more and who have experience in their field. Colleges and universities are expected to offer the greatest number of jobs in this field.

For occupations in Writing the outlook for employment is good, especially for beginners who have good writing ability. Jobs are on the increase due to the growth of mass communications which demands writers for all types of materials. Also, there will be a moderate upward trend in technical writers, due to the need to put technical information into language that can be understood by management.

In Architecture the outlook is continued rapid growth in the 1970's. Opportunities will be favorable for experienced architects as well as new graduates. The major factor contributing to the favorable outlook is the expected growth in the volume of non-residential construction.

In Religion and Theology we find basically jobs related to the Protestant, Jewish, and Roman Catholic churches; however, this is not to say that these are the only denominations or types of jobs. The shortage of Protestant ministers has been reduced in recent years. The trend toward merger and unity among denominations, combined with the closing of smaller parishes, has reduced the number of ministers needed. If this trend continues, new graduates from theological schools will find increasing competition for jobs.

In 1970 the number of Rabbis in this country was inadequate to meet the expanding needs of the Jewish congregations. This situation is likely to be present through the 1970's. The Jewish communities are simply growing faster than the Jewish theological seminaries can produce Rabbis.

A growing number of priests will be needed in the years ahead to provide for the need of the growing number of Catholics in our nation.

Language and Linguistic occupations are on the move upward. This is due basically to our association with other countries through business, government, and travel.

Job duties and requirements are so widely different that it is very difficult to list them briefly. However, for Fine Arts and Humanities, we can list one requirement which is basic to many of the jobs in this cluster. That requirement is a talent or the ability to develop or appreciate talent.

D. Review:

1. Can you tell why Fine Arts and Humanities is important to our economy and society?
2. Can you list three areas in Fine Arts and Humanities which have favorable employment outlooks and explain why?
3. Can you name one requirement which is basic to most jobs in Fine Arts and Humanities?
4. Could you write two job descriptions for jobs you have studied in Fine Arts and Humanities?

E. Post-Test:

Same as pretest.

UNIT 11B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN FINE ARTS AND HUMANITIES SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on at least two specific occupations within Fine Arts and Humanities.
2. To guide students in assessing occupational information.
3. To guide the student in writing a tentative favorable or unfavorable decision giving reasons based on the major factors he has considered.

B. Suggested Teaching Activities:

1. Provide the students with forms to collect occupational information (see Appendix I for form).
2. Have students select, according to their choices, two specific occupations from this cluster for research of complete information and make a tentative favorable or unfavorable decision.
3. Films available from State Department of Education Film Library, Little Rock, Arkansas 72201: "Your Job-Getting Ahead," "Where the Action Is," "You and Your Work."
4. Know Yourself, by Arnold Ganly and Dr. George Elias, Webster Division, McGraw-Hill Book Co., New York, New York.
5. Choosing Your Occupation, U. S. Government Printing Office, Washington, D. C., Price $0.15
6. Finding the Right Job, State Department of Education, Little Rock, Arkansas, (Free).
7. "Career Planning in a Changing World," (Film), Popular Science Publishing Co., 239 West Fairview Blvd., Inglewood, California 90302.
8. Occupational Information, Robert Hoppock, McGraw-Hill Book Co., New York, New York.

C. References:

1. Job Guide for Young Workers, Government Printing Office, Washington, D. C.
2. Finding Your Job Orbit, Chronicle Guidance Publications, Moravia, New York. 13118.
3. Films available from State Department of Education Film Library, Little Rock, Arkansas 72201, "Your Job-Getting Ahead," "Where the Action Is," "You and Your Work."
4. Know Yourself, by Arnold Ganly and Dr. George Elias, Webster Division, McGraw-Hill Book Co., New York, New York.
5. Choosing Your Occupation, U. S. Government Printing Office, Washington, D. C. - Price $0.15.
6. Finding the Right Job, State Department of Education, Little Rock, Arkansas (Free).
7. "Career Planning in a Changing World," (Film), Popular Science Publishing Co., 239 West Fairview Blvd., Inglewood, California 90302.
8. Occupational Information, Robert Hoppock, McGraw-Hill Book Co., N.Y.

STUDENT SECTION - UNIT 11B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN FINE ARTS AND HUMANITIES

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Give basic and sound reasoning why the two occupations selected for research are favorable or unfavorable for his career.
2. Identify basic factors to consider about himself when selecting an occupation to study.
3. List at least four sources that can be used to secure information about an occupation.
4. Provide from his notebook information collected on two specific occupations.

B. Pretest:

Not considered an essential part of this unit.

C. General Information:

In selecting alternate career choices and doing research you are not so much interested in making a final life-time decision, but in learning how to use the decisionmaking process you have learned about and how to gather career information.

Before selecting careers to study you must first consider factors about yourself which help determine your choice. First you must consider your abilities. You have a basic idea of what you are capable of doing. However, to further evaluate your ability you can use aptitude tests and standardized tests given in many schools. Another factor to consider is your interest. There are various interest inventories you can use to help you determine your interest, but perhaps the best way to determine this is an evaluation of the things you like and do not like in your daily activities. For example, which school subjects are your favorite; what do you do with your free time; and what are some of your hobbies? These things give one clues to determining his interest. Another thing you must consider is your personality and how it fits into the specific job you are studying. Personality inventories are helpful, but here also you must look at yourself and make an evaluation.

When you finally decide on careers to study you have four basic sources of information to use. They are as follows:

1. *Printed materials:* These are books, pamphlets, brochures, occupational briefs, etc.
2. *Visuals:* These include films, filmstrips, transparencies, slides, pictures, and field trips.
3. *Audio materials:* Records, tapes, personal interviews, etc.
4. *Real materials and hands-on activities:* Tools, raw materials, equipment, etc.

In looking at any job there are criteria you must use to decide whether this is the best job for you. Too many times you ask only how much money you will make and the work schedule you will have to follow. These are important but there are other factors equally if not more important than these. The following is a list of some criteria to consider when analyzing a job.

1. Job duties
2. Educational requirements
3. Job location
4. Working conditions
    a. Type of surroundings
    b. Type of people you will work with
5. Salary
6. Hours
7. Fringe benefits
8. Advantages and disadvantages

Before making a favorable or unfavorable decision you must be sure you have used as many sources as possible to obtain all the information you need. You must also make sure you have used these sources to analyze the job according to the criteria you have set up. Finally, you must be sure it fits the personal factors you have considered.

D. Review:

1. Did you get to explore your occupation to the fullest? Explain.
2. Did the methods and sources you used provide enough information to make a choice?
3. Did you evaluate all personal factors?
4. Did you carefully examine your research material, to be sure it was valid before you used it as a source?

E. Post-Test:

An examination of the completed notebook should be a sufficient means of evaluating student progress.

Construction

UNIT 12. CLUSTER: CONSTRUCTION

OCCUPATIONS IN THIS CLUSTER

__Level 1__: College Graduate or More

001.081	Architect	003.081	Electrical Engineer
005.081	Civil Engineer	003.081	Illuminating Engineer
005.081	Construction Engineer	019.081	Landscape Architect
182.287	Construction Inspector	012.081	Safety Engineer
160.288	Construction Estimator	011.081	Welding Engineer
005.281	Draftsman, Civil		

__Level 2__: High School Graduate or More

860.131	Carpenter-Labor-Foreman	862.381	Plumber
860.381	Carpenter,Construction	801.781	Structural Steel Worker
860.781	Carpenter, Rough	921.280	Rigger
860.131	Carpenter, Finish	804.281	Sheet-Metal Worker
860.131	Carpenter, House	861.381	Bricklayer
860.381	Carpenter, Bridge	824.281	Electrician
862.381	Pipe Fitter 1	840.781	Painter
805.281	Boiler Maker 1	850.883	Bulldozer Operator

__Level 3__: Less than High School

860.887	Carpentry Laborer	860.781	Carpenter Helper
850.887	Pile Driving Laborer	862.381	Pipe Fitter II
805.781	Boilermaker III	863.884	Insulation Installer
859.887	Blaster-Helper	850.887	Laborer, Road
821.887	Groundman	869.887	Hod Carrier
861.884	Tuck Pointer		

TEACHER SECTION:

A. __Teacher Objectives__:

1. To provide the student with an overview of the occupations within the Construction cluster.
2. To provide students with an understanding that a difference exists between education and skills required for jobs in Construction.
3. To provide the student with a knowledge of the different types and relationships of jobs in Construction.

4. To help students understand that occupations with higher and lower entry levels have varying educational requirements.
5. To make a student aware of the association between an occupation familiar to him in the cluster and other jobs in the Construction field.

B. Suggested Teaching Activities:

1. By using the poster with the occupations list, show students some comparisons of educational levels usually required for entry to a particular job in construction.
2. Let students name occupations of their parents that are in Construction and determine under which educational level they are listed on the poster.
3. Guide the students in identification of the different fields of construction.

C. References:

1. D.O.T. (Dictionary of Occupational Titles) 3rd Edition, U. S. Government Printing Office, Washington, D.C.

2. Occupational Outlook Handbook 1972-73 Edition, U. S. Government Printing Office, Washington, D. C.

3. Handbook of Job Facts, S.R.A., Chicago, Illinois.

4. Occupational Exploratory Kit, S.R.A., Chicago, Illinois.

5. Jobs in Construction, Arthur Liebers; Lathrop, Lee & Shepard Company, New York.

CONSTRUCTION TRADES

STUDENT SECTION - UNIT 12: CONSTRUCTION CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. List the highest educational standard for each of the three levels of occupations.
2. Determine the amount of education and the amount of training needed for different occupations of his choice.
3. Correctly place the association of jobs familiar to him under the proper educational level.

B. Pretest:

1. What are the three educational levels in the Construction cluster?
2. What is the highest educational or occupation level? How much education is required or needed?
3. What is the lowest educational or occupation level? How much education is required or needed?
4. Does each level require skill training? Why?
5. What types of courses in high school will be of greatest value if you plan a career in construction?
6. Will a good general background in high school help you in the construction industry, especially in mechanics and general woodwork? Explain.

C. General Information:

The Construction cluster is the largest single cluster in the world, and covers all phases of the building trades and many related occupations. Woodworking, steel and pipework, masonry men, electricians, painters and finishers, heavy equipment operators, engineers of all types, and many others are involved in the construction industry. Today more than four million men and women in the United States are employed in some form of the construction industry.

Three levels of educational backgrounds are considered in the Construction cluster: those with college degrees; those with high school and above, and those with less than a high school diploma. With each educational level listed, the amount of education and training will vary, depending upon the occupation. Education and skilled training go hand in hand to develop the knowledge and skills needed to obtain and keep a good job in the construction field.

It has been mentioned that construction trades constitute a large industry, and it is not hard to understand when you think about all the things being built, from a small wooden bungalow to a huge dam or bridge. Many of these occupations are dangerous and require skillful training to undertake them. However, many jobs in construction are no more dangerous than a secretarial position in the office.

Entry into the construction field can take place at virtually any education level, but a good formal education is needed. For instance, a bulldozer operator would possibly not be required to have much formal education, but would need a great deal of skilled training and experience; however, an architect would be required to have a considerable amount of formal education--college degree and technical experience. Those just mentioned, along with others--surveyors, purchasing agents, engineers, carpenters, iron workers, secretaries, and many others, all work together for a common goal of building and construction to help foster the needs of America and her people.

Skill development and training in virtually all construction trades are important. Most trades in the occupation have apprenticeship or helper programs set up to train young men coming into the program. Under these programs a person starts to work on a job full-time and is paid about half that of the journeyman in the trade. If the work is satisfactory the worker will receive pay increases about every six months. These workers will also attend classes at night dealing with their occupations and must pass the examination to become journeymen. All of these programs vary. Generally, the apprenticeship program will last from three to five years, depending upon the trade.

You may know someone in the construction field. If so, make contact for information about jobs in construction. No matter what job interest you have, try to finish high school. This will make possible the advantages of many opportunities. Pay special attention to math and English; these are important subjects. Try to take any classes associated with the building trades in vocational programs and try to graduate with good grades.

D. Review:

1. The Construction cluster or field is the largest industry in the world employing more than four million people in the United States.
2. Three levels of educational background are considered in the Construction cluster: those with college degrees, those with high school and above, and those with less than high school completion.
3. Architects and engineers need a college degree and much formal education; however, a bulldozer operator or carpenter would not be required to have a great deal of formal education, but would need skilled training and experience.
4. Much skilled training is needed in construction trades and many occupations have apprenticeship programs for on-the-job experience and classroom work, and the student is paid while he learns the trade.
5. Many women are employed in the construction industry as secretaries, purchasing agents, or in drafting and in skilled trades on construction sites as well.
6. Many jobs in the construction area are closely related, and much work is done together on the job sites.
7. Math and English are of great benefit for persons interested in a career in construction.

E. Post-Test:

Same as pretest.

UNIT 12A: GENERAL FACTORS TO BE CONSIDERED ABOUT CONSTRUCTION

TEACHER SECTION:

A. Teacher Objectives:

1. To assist students in understanding the working conditions and environment which people consider in choosing an occupation as a career.
2. To provide students with an awareness of the importance of the construction industry to the economy of the United States.
3. To provide actual and simulated experiences in the construction field to broaden students' knowledge of career opportunities.
4. To help students gain an understanding of the relationship between physical requirements and occupational possibilities.
5. To make students knowledgeable of future trends and employment outlook concerning jobs in the construction industry.
6. To assist students in becoming more objective in evaluating factors concerning a career in construction.

B. Suggested Teaching Activities:

1. Assign interested groups of students to explore the factors to be considered concerning construction and make reports about findings to other members of the class.
2. Invite as speakers to your class, resource people from the field of construction: engineers, carpenters, painters, equipment operators, etc., to tell of their occupations and how they became interested and entered the field.
3. Plan a field trip to a building materials center, large contractor's office, or a small construction site; however, on the latter extreme caution and supervision must be provided to prevent any accident. It is suggested to take only small groups to a building site when work is in progress and a supervisor is on hand to show the group around.
4. Have a special interest group go through a school building and make a list of the different trades in the construction field that were involved in the construction. This can be done from the point of selecting the site to the final opening of the building.
5. Have students contribute certain feasible real materials used in construction trades for display purposes.
6. Assign simple activities to be performed by students that will involve tools, equipment, machines, amterials and work processes common to different occupations in construction.
7. Organize the class and set up the functions of each position common to a company in constructing a building.

C. References:

1. D.O.T. (Dictionary of Occupational Titles) - Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

2. Occupational Outlook Handbook, 1973 - Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 - $6.25.

3. Handbook of Job Facts, S.R.A., Chicago, Illinois.
4. Occupational Exploratory Kit, S.R.A., Chicago, Illinois
5. Widening Occupational Roles Kit, S.R.A., Chicago, Illinois.

Filmstrips and Cassettes:

1. The Building Trades Worker - Set of 10 (1974 price, $97.50) Eye Gate House, Jamaica, New York 11435.
2. Education for Occupations - Set of eight (1974 price, $78.00) Eye Gate House, Jamaica, New York 11435.
3. World of Work - Set of 14 (1974 price, $130.00) Eye Gate House, Jamaica, New York 11435.

STUDENT SECTION - UNIT 12A: GENERAL FACTORS TO BE CONSIDERED ABOUT CONSTRUCTION

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Do an actual duty of a worker in the construction field to completeness as judged by instructor.
2. Explain the working conditions, entry requirements, nature of work, and trends and outlook of an occupation of his interest, with 80% accuracy as judged by the instructor.
3. Name five different types of construction work in his community.
4. Explain the meaning of the term "seasonal" when referring to work in construction.
5. Name five common tools used in the jobs of his occupational choice, correctly, as judged by the instructor.

B. Pretest:

1. What is construction?
2. Name five types or different classes of construction.
3. What is the most dangerous kind of construction?
4. Why is construction slowed during certain months?
5. What is the tallest building in the United States?
6. Who are the highest paid people in construction?
7. Name the types of engineers used in construction.

C. General Information:

When you think of construction--such things as new homes, highways, airports, factories, schools, churches and many other things being built--what comes to your mind? Construction is considered as one of the largest and most important industries in our country.

In construction today there are many different and interesting classes of work employing millions of workers in an array of jobs of all descriptions. For convenience, the Construction cluster will be broken down into job families, or classes, to better illustrate the mass construction industry.

1. *Woodwork or wood construction:* Probably the largest of the families; it employs thousands of carpenters of varying descriptions. They are on the job site from start to finish in varying numbers and specialties. They build forms and erect scaffolding for different levels of workers. They fabricate and install cabinets, do all kinds of framing construction, install roofing, floors and ceilings and many other things too numerous to mention.

2. *Metal construction:* This is also a large family in the construction industry. Plumbers and pipefitters are in the same family, and they work on homes, offices, factories and schools, installing water and drainage pipe facilities. The pipes may carry other things such as gas, oils, steam, and other forms of liquid.

Sheet metal workers are employed to do all forms of metal fabrication for heating and air-conditioning systems. They work on homes as well as on industrial and commercial jobs.

Iron workers are employed generally by large contractors for a varying number of jobs. Many of these employees work on such jobs as bridges, dams, and large building construction; however, a few are self-employed.

3. *Masonry construction:* In this job family thousands of workers are employed. People are involved with concrete in the form of masonry or portland cements. They lay brick, block, tile of all types, and set marble on walls, floors, and exterior surfaces. They erect partitions, construct walls, fireplaces, chimneys, and other structures from brick, block, rock, or tile. Many workers are also involved in pouring and finishing all forms of cement floors

4. *Electrical:* A highly skilled trade in the field of construction.

5. *Painting and Finishing:* This family consists of workers such as glaziers who cut, fit, and install plate glass, window glass mirrors, and leaded glass panels. They do all forms of glass work on buildings--interior and exterior. The painter and paper hanger work for contractors on new building, but many of them work repainting and refinishing older structures.

6. *Equipment Operators:* Operating engineers are used in almost every form of the construction phase, including operating the most complex heavy equipment to smaller simple equipment. These machines include cranes, power shovels , draglines, bulldozer tractors, pumps, derricks, and all forms of construction equipment. They are often identified by the type of heavy equipment they operate, but some will operate any number of smaller, less complex pieces of equipment on a job.

7. *Engineering and Supportive Services:* This area includes the architects, engineers (civil, electrical and mechanical), surveyors, inspectors, and all other types of technicians. They do all forms of planning, designing, inspecting, and overseeing, and make all forms of drafting and drawing details that go into proper construction of buildings, highways, dams, airports, etc. These people, especially the engineers, are the highest paid workers in the Construction industry.

Construction, as you can see, is a vast and large industry; and it is still employing thousands of new people each year. Many of these jobs demand highly skilled and trained people, whereas other jobs are not so demanding. Some of the best paid workers in the American job force today are construction workers. Some of these skilled journeymen in certain areas are making in excess of 10 dollars per hour in wages.

Working conditions for a person in the construction industry are not always ideal. Some of the jobs are considered seasonal and during extremely cold months of the winter some jobs may slow down, or stop temporarily due to bad weather conditions. Also, during certain stages of construction the worker will be exposed to many varying types of working conditions, or environments--outside heat, cold, rain, and dirty conditions. All of these factors, along with health hazards, should be considered in evaluating a career in the Construction industry.

Many occupations are available in construction for men and women. A great number of jobs are filled by women who fulfill a very important role in the arrangement of the many thousands of details. Women are employed as craftspersons, estimators, office managers, secretaries, purchasing agents, drafting personnel, payroll clerks, accountants, and also perform many more important functions that keep the projects moving on schedule.

There is a place in construction for interested young men and women who want to build a future. Construction can take young individuals to all heights, even the tallest building in the United States (World Trade Center in New York) or to bridge construction which is considered the most dangerous; or a construction trade can take you underground. No matter how high or how low, it can be a very rewarding career.

D. Review:

1. Construction simply means to build. Elaborate on this statement.
2. The different job families in the construction industry are as follows: woodwork, metal work, masonry, electrical, painting and finishing, equipment operation, and engineering and supportive services.
3. Construction is carried on in residential, commercial, and industrial properties.
4. Equipment operator work is used in almost every type of construction project, large or small.
5. Bridge construction is a dangerous form of construction.
6. Engineers are the highest paid workers in the Construction industry, but wages are considerably high in most all phases of construction.
7. The tallest building ever constructed in the United States is the World Trade Center in New York.

E. Post-Test:

Same as pretest.

UNIT 12B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN CONSTRUCTION SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To guide students in the use of materials, kits, media, and ways of assessing occupational information.
2. To provide students the opportunity to research complete information using as many different sources as are available relating to the Construction cluster.

B. Suggested Teaching Activities:

1. Review the occupational information form (see Appendix I) item by item to make sure students understand exactly what they are to do.
2. Provide students with copies of standard form (Appendix I) to collect occupational information.
3. Students should select two occupations in the construction field of choice to research completely for information and make a tentative favorable or unfavorable decision.

C. References:

1. D.O.T. (Dictionary of Occupational Titles) - Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. $6.25 (1973)

3. "Handbook of Job Facts", Science Research Associates, Chicago, Illinois.

STUDENT SECTION - UNIT 12B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN CONSTRUCTION

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Relate and be knowledgeable of materials recorded in notebook concerning facts about two occupations in construction.
2. By following points of the decisionmaking process, make a decision, or tentative choice, concerning the occupation in cluster and rate either favorable or unfavorable.
3. Rate his sources of information according to the amount of helpful information obtained.
4. Give reasons why the two particular occupations were selected.

B. Pretest:

1. Indicate four job duties of the occupation of your first choice.
2. Indicate four job duties of the occupation of your second choice.
3. Name three valuable sources of information about occupations in construction.
4. Name six steps of the decisionmaking process.
5. Define the term decision-point.
6. Define the term exploration and evaluation in relation to decisionmaking.

C. General Information:

Information for occupational analysis can be collected by numerous means: interviews with people doing the job of your interest; many different kinds of printed materials and forms such as occupational outlook handbooks, handbooks of job facts, and all types of kits and booklets. Many types of recordings and cassette interviews are available, along with filmstrips concerning various occupations.

Sound motion picture films are available free through many companies and agencies. Much effort should be applied in gathering any and all forms of information.

As a student, you should consider all factors concerning the occupation and explore them seriously. Factors such as working conditions, duties and responsibilities, education needed, skills, personal requirements, salary, fringe benefits, and location of job. All of these factors and many more should be considered in selecting or rejecting a career possibility.

When you feel you have reached a decision-point concerning an occupation, follow these six steps to evaluate your information: decision-point, exploration, evaluation, choice, clarification, and action. If you will follow these steps, you should have no problem in making a good choice.

D. **Review:**

1. Information for occupational analysis may be collected by interviews, from outlook handbooks, handbooks of job facts, work kits, filmstrips and cassettes, and from other sources.
2. Factors to be considered about an occupation include: working conditions, salary, fringe benefits, duties and responsibilities and others.
3. The six steps of decisionmaking include: decision-point, exploration, evaluation, choice, clarification, and action.

E. **Post-Test:**

Same as pretest.

Manufacturing

UNIT 13. CLUSTER: MANUFACTURING

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

012.187	Manufacturing Engineer
050.088	Market-Research Analyst
276.158	Salesman, Machinery
165.068	Public-Relations Man
022.081	Chemist
011.081	Metallurgist
007.281	Draftsman, Mechanical
012.081	Safety Engineer
003.081	Electronic Engineer
012.168	Director, Quality Control
160.188	Accountant
007.081	Tool Engineer
201.368	Secretary
722.281	Electronic Assembly Inspectors

Level 2: High School Graduate or More

921.883	Ingot Stripper
519.132	Blowers
512.132	Melter
615.782	Shearman
614.782	Wire Drawer
638.281	Mill Wright
971.381	Photoengraver
512.782	Stove Tender
609.381	Inspector, Floor
601.280	Tool and Die Foreman
625.281	Diesel Mechanic
825.281	Maintenance Electrician
206.388	File Clerk
215.488	Payroll Clerk
626.281	Industrial Machinery Repairman
554.782	Plastic Industry Worker
759.687	Rubber Industry Worker

Level 3: Less than High School

381.887	Building Custodian
806.887	Assemblers
705.884	Metal Finishers
741.887	Sprayers
845.781	Automobile Painters
519.886	Laborer, General
512.782	Furnace Operator
809.884	Chipper or Grinder
518.381	Hand Molder
775.884	Glass Manufacturing Worker
589.885	Leather Manufacturing "
788.381	Shoe Manufacturing Worker
529.782	Ice-Cream Manufacturing Worker
575.782	Structural Clay Products Manufacturing Workers

TEACHER SECTION:

A. Teacher Objectives:

1. To help students gain an understanding of the kind of jobs open to them in the field of manufacturing.
2. To promote understanding of the varying levels of skills and education for occupations in the Manufacturing cluster.
3. To provide information about the three educational requirements which are necessary in order to be able to qualify for particular

occupations in the world of work.

4. To provide students an opportunity to understand how jobs in the Manufacturing cluster relate to jobs in other clusters. To provide students an opportunity to locate neighbors or others in the community who are working in jobs in the Manufacturing cluster.

B. Suggested Teaching Activities:

1. Provide students with materials and encourage them to cut pictures from magazines or catalogs, or to draw pictures depicting occupations of the three different levels of manufacturing occupations.
2. Discuss with students the educational requirements at each occupational level.
3. Involve students in drawing a map of their community listing any activities which directly relate to occupations in the Manufacturing cluster, and where possible, attempt to obtain speakers who represent some of these occupations.
4. Encourage students to locate jobs that are found in manufacturing which also relate closely to other clusters.
5. Determine how many parents of students work in occupations of the cluster. What is the educational level for the occupations?

C. References:

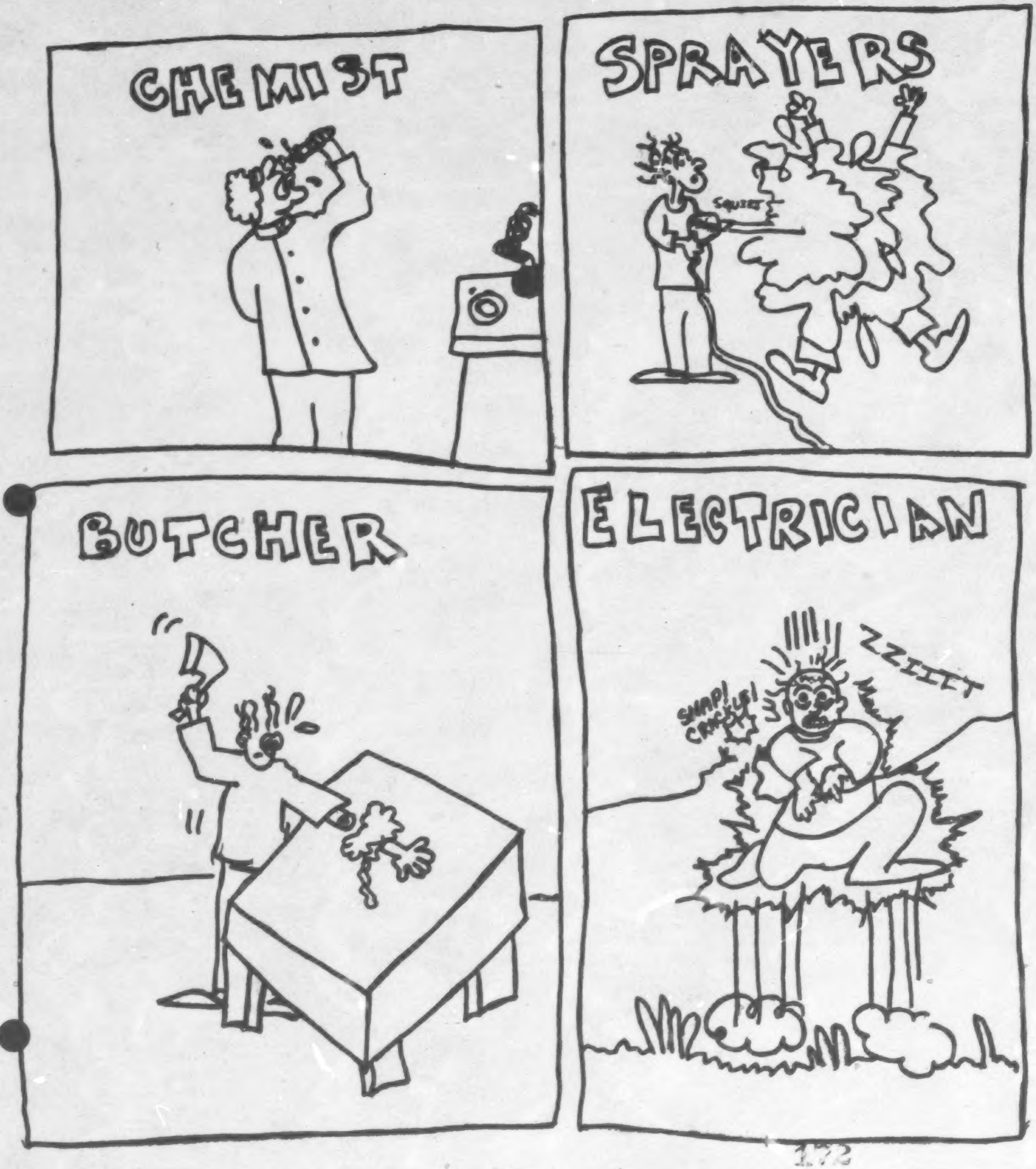
1. D.O.T. (Dictionary of Occupational Titles), Volume 1, Definition of Titles, 1965, 3rd edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402, Price $6.75.

2. Occupational Outlook Handbook, 1972 edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

3. Robert J. Houlehen, Jobs in Manufacturing, Lothrop Lee and Shepard Company, New York, New York, 1973.

4. Department of Labor, Arkansas Employment Security Division, Little Rock, Arkansas.
   (Pamphlets and current statistical data available both locally and from the state offices of Employment Security.)

MANUFACTURING


CHEMIST
SPRAYERS
SQUIRT
BUTCHER
ELECTRICIAN
SNAP! CRACKLE! POP!
ZZZIIT

STUDENT SECTION - UNIT 13: MANUFACTURING CLUSTER

A. **Student Behavioral Objectives:**

Upon completion of this unit the student will be able to:

1. Name three manufacturing occupations in the community from a list of ten occupations.
2. Name two manufacturing occupations under each occupational level.
3. Name the three educational requirements one must meet to get a job on any of the three occupational levels.
4. List five occupations not dealing totally with the field of manufacturing but related in some way to the cluster.
5. Write a definition of manufacturing which--in the judgment of the instructor--corresponds to the meaning in this unit.

B. **Pretest:**

Place T (True) or F (False) before the following statements:

( ) 1. Manufacturing is the same thing as farming.
( ) 2. No one who works in occupations in the Manufacturing cluster needs college training.
( ) 3. Education is not important in factory work since all work is done by hands.
( ) 4. Factory work in Arkansas is expanding by employing more people.
( ) 5. Factory work stands alone and does not depend on other clusters of occupations to succeed.
( ) 6. All factory workers are trained by the factory and therefore any type of previous training of a worker will not be of value.
( ) 7. There is not a factory in this county.

KEY: True: 4
False: 1,2,3,5,6,7

C. **General Information:**

Before we can use rocks and ore to make bicycles or cotton to make clothing, we need to change them. We crush and melt the iron out of the rock, then it is cleaned and shaped into bars of iron or steel, or into wire or sheets. The cotton must be picked, cleaned, and twisted into threads before it can be made into cloth. Later, a factory may cut and sew the cloth into clothing.

People have been manufacturers for thousands of years, and manufacturing has become a very important part of our lives. Cities are full of factories that make cars, furniture, food products, clothing, oils, things to drink, and books. Very small communities have manufacturing companies that make food products, furniture, toys, etc. Many factories make only parts that other factories use, such as nuts, bolts, and nails. Manufacturing offers more careers than any other field of work.

Here's a good way to understand manufacturing. You can fit each manufacturing company into an "industry." An industry is a group of people who work with similar raw materials to produce similar products.

Your home can be classified into make-believe industries. Your sister buys raw materials--apples, spices, shortening, and flour. She assembles all of these into an apple pie. Thus she becomes a manufacturer in the food industry.

Most manufacturing companies do not need many college trained specialists. High school skills, technical school courses, armed forces courses are all acceptable. Often, on-the-job training or three or four-year training programs, called apprenticeships, prepare young people for manufacturing careers.

Most of us think about "production" as people at work using tools. This is because direct workers--the people who actually make the products--often outnumber the indirect workers. Yet, in industries where most production is done in tanks and pipes, with no people nearby, the opposite can be true. Some petroleum operations are like this.

Because there are so many differences in manufacturing, job opportunities are different from industry to industry, even from city to city. Some careers are found everywhere, such as inspectors, lift truck operators, testers and superintendents. Some jobs are very special for some industries.

D. Review:

1. What are some jobs in the manufacturing field?
2. What are the different levels of education needed for different occupational levels?
3. What are the different occupational levels of jobs?
4. What determines the educational requirements that must be met before one can get a job in the field of manufacturing?
5. What are some jobs not entirely related to manufacturing, but are a working part of the field of manufacturing?

E. Post-Test:

Same as pretest.

UNIT 13A: GENERAL FACTORS TO BE CONSIDERED ABOUT MANUFACTURING

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students an opportunity to understand the importance of manufacturing occupations as they relate to our economy.
2. To help students become aware that some occupations in the field of manufacturing require families to move from one location to another and that many factors determine where these jobs can be located.
3. To help students understand what is meant by job trends, the outlook for the future for jobs in this field, and how this can affect a person's plans for the future in a manufacturing occupation.
4. To help students gain an understanding of the physical and job-entry skill requirements and the nature of the work in manufacturing so that they will be aware of these requirements while planning their career.
5. To provide an understanding of the wide range of working conditions and environmental conditions which should be considered when planning a career in manufacturing.

B. Suggested Teaching Activities:

1. Plan a field trip to include visits to at least two manufacturing plants. Plan to examine the kinds of jobs which are held at the plant and examine such factors as noise level, whether workers stand or sit, whether they talk with one another or whether they work alone and if the work requires persons to work with potentially dangerous objects such as saws.
2. Work with students developing posters and bulletin board displays which depict manufacturing operations.
3. Interview an employee of a manufacturing concern who holds a college degree and discuss with him his feelings and beliefs about the occupations in manufacturing.
4. Work with students setting up a small assembly process, move the product to be assembled from person to person with each individual performing one function. Small magazine racks made from plywood could be used as the object to be "manufactured." Organize the laboratory or hands-on activity area according to a factory "set-up." Provide a time clock to punch in and out for work. Organize plant personnel such as superintendent, supervisor, foreman, etc. Involve every student in a specific responsibility, and alternate the students from one position to another.
5. Discuss with students the possibilities of various students coming to school dressed for various occupations and then develop a short skit where each one discusses his day at the "plant" and the activities of such an experience.
6. Set up a candy or cookie-making factory simulation process.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Volume 1, Definition of Titles, 1965, 3rd Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

2. Occupational Outlook Handbook, 1972 Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

3. Robert J. Houlehen, Jobs in Manufacturing, Lothrop Lee and Shepart Company, New York, New York, 1973.

4. Department of Labor, Arkansas Employment Security Division, Little Rock, Arkansas.
   (Pamphlets and current statistical data available both locally and from the state offices of Employment Security.)

STUDENT SECTION - UNIT 13A: GENERAL FACTORS TO BE CONSIDERED ABOUT MANUFACTURING

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. List five specific manufacturing occupations in the immediate area where he lives.
2. Name the importance of five manufacturing occupations and agencies that are common to his area.
3. Describe the three unique characteristics needed for these jobs.
4. Define mobility and explain why some occupations in manufacturing require employees to move.
5. Give the trends and outlook in manufacturing for the next 10 years.
6. List the entrance requirements and training opportunities for two manufacturing occupations.
7. Give the working and environmental conditions for two manufacturing occupations in your geographical area.

B. Pretest:

Choose the correct answer for each of the following:

1. The manufacturing occupations serve people through providing (a) health care (b) automobiles (c) fruit trees.
2. Some manufacturing occupations are (a) automobile mechanic (b) furniture maker (c) medical doctor.
3. An occupation in manufacturing that requires moving from one plant to another is ________________.
4. The outlook for a job means (a) the pay (b) the working hours (c) continued opportunity for the job.
5. The current development or expansion of a job is called (a) requirement (b) mobility (c) trend.
6. Personal requirements include the area of (a) physical skill and potential (b) interest (c) personality.
7. One of the job-entry requirements includes (a) the legal age for working (b) salary (c) the number of hours to be worked.
8. Working conditions refer to (a) job location (b) job environment (c) seasonal demands.
9. The physical requirements for working in manufacturing refer to being (a) a good talker (b) physical strength (c) emotional health.

ANSWERS: 1.b, 2.b, 3.engineer, 4.c, 5.c, 6.a, 7.a, 8.b, 9.b

C. General Information:

Manufacturing is a complex occupational cluster. According to the dictionary, the word "manufacture" means to "make or do." A more modern definition would be the process of making things or products by hand or by machinery.

It is almost impossible to list and describe all the jobs that presently exist. Due to technological changes, a job that is important today may not exist tomorrow. In the alphabetical index of the U.S. Standard Industrial Classification Manual, there are approximately 1,634 different manufacturing industries listed. In the 1966 supplement to the Dictionary of Occupational Titles, there are more than 8,000 job titles for manufacturing.

Many times an item is assembled from a number of different parts made in widely separated manufacturing plants. In some instances, a small manufacturing concern lumps many separate jobs or positions into one occupation. The plant manager may be in charge of personnel, public relations, production, and customer relations. In the production aspect, welders may do riveting, grinding, finishing, and many other jobs. In this situation one person may perform the work which is described under several of the positions listed in the Dictionary of Occupational Titles. On the other hand, in larger plants a worker may be assigned to only one job.

In manufacturing there are a number of supporting crafts such as electricians, plumbers, pipefitters, carpenters, and building and group maintenance people. These people are not directly involved in making a product, but their skills and expertise are vitally necessary in any manufacturing activity.

A student has a tremendous responsibility when considering an occupation in this cluster of work, but work in manufacturing can be rewarding. The student must be aware of some of the things that are going on in manufacturing--what the jobs are, what they offer in the way of a challenging and fulfilling experience, opportunities for advancement, anticipated length of employment, remuneration expected, inherent hazards, job security, etc.

It is expected that by 1980 well over 20 million people will be employed in manufacturing industries. By far, this is the greatest number of people in any area of work.

It would be impossible to describe every position and job within the management area of the manufacturing cluster. Of course management is the life-blood of any manufacturing concern. It is responsible for day-to-day operations of the physical facilities as well as providing plans for future development. The organization will not function properly if this service is impeded in any way. The making or breaking of a manufacturer is usually accomplished in the management field. It is the responsibility of management to see that all processes are orderly and profitable. Those involved are responsible to their own employees, to the consumer, to the public, and to the federal, local, and state governments. They must satisfy the stockholders and see that a proper company image is projected. Other positions in management are president, who is head administrator of the business; vice president, who formulates policies and works with department heads; and managers, who put the policies into effect.

Pretend that you are going to become a manufacturer. You have a product that you think can be sold to people who really need it. But do they really? How can you find out? Planning is a very important part of manufacturing. No manufacturer can afford to make things that won't sell.

Manufacturing planning starts with marketing. Most manufacturers have such departments to learn what customers want and what they are willing to pay. Thus, a department is formed with several important offices. One office is for market research. It looks far ahead to see where customers may be and what they will want tomorrow. Another office is for advertising and sales promotion. It helps to attract customers to the company's product. A third office is for sales. It finds the customers and promotes sales.

D. Review:

1. Why are occupations in manufacturing important to our economy?
2. What impact does the population change have in employment trends in manufacturing occupations?
3. What effect does modern technology have on the creation of new jobs or in eliminating jobs in manufacturing?
4. What is the occupational outlook for manufacturing occupations in your state? Are there current newspaper articles or advertisements related to the demand for workers in manufacturing? Search the paper.
5. What are the advantages and disadvantages of jobs that are highly mobile?
6. What are the entrance requirements for most jobs in manufacturing?
7. Have the trends in manufacturing occupations been positive or negative? Explain.

E. Post-Test:

Same as pretest.

UNIT 13B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN MANUFACTURING SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on two specific occupations within the Manufacturing cluster.
2. To guide students in assessing possible occupational information in light of their own personal needs, aptitudes, and preferences.
3. To further develop proper techniques for making sound and wise vocational choices.
4. Have students record resources used and evaluate the accuracy of information found. (See Appendix L)

B. Suggested Teaching Activities:

1. Provide students with the forms to collect occupational information (Appendix I). Explain each item on the form and make sure each student understands what to do and how to do it.
2. Have students select the occupations they wish to research within the manufacturing cluster and have them record in their notebook the information for later use.
3. Guide the student in writing a tentative favorable or unfavorable decision, giving reasons based on the major factors they considered.
4. Provide resources of information relating to occupations selected by students.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Vol. I, Definition of Titles, 3rd Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

2. Occupational Outlook Handbook, Superintendent, U. S. Government Printing Office, Washington, D. C. 20402. (1972-3 Edition)

3. Career Exploration and Planning, Bruce E. Shertzer, Houghton Mifflin Company, Dallas, Texas.

4. "The ABC's of Getting a Job," Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435 - 8 filmstrips plus cassettes.

STUDENT SECTION - UNIT 13B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN MANUFACTURING

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Show information gathered on two occupations within the Manufacturing cluster.
2. Give basic reasoning why the two occupations researched are favorable or unfavorable career choices.
3. File completed information forms in notebook for later reference.

B. Pretest:

Place T (True) or F (False) before the following statements:

_ 1. Gathering a number of facts about two different occupations would help me know if I want to work in an occupation in manufacturing.
_ 2. There are some people who are better able to work in manufacturing than others.
_ 3. It is not necessary to explore more than three occupational choices before deciding on one.
_ 4. Liking a job is important when working at that job.
_ 5. People who like their work do about as well as those who don't like their work.
_ 6. If you have a high school education, then you have met full qualifications to be an engineer.
_ 7. A person who is always complaining does better work.
_ 8 The Occupational Outlook Handbook is a helpful device in job researching.
_ 9. Manufacturing establishments are important to a community.
_10. Manufacturing occupations should dead-end in a few years.
_11. One's physical health is an important consideration in choosing a job in manufacturing.
_12. A welder deals entirely with manufacturing occupations.

ANSWERS: True: 1,2,4,8,9,11 - False: 3,5,6,7,10,12

C. General Information:

Manufacturing plants have great importance to the welfare of communities. When a factory employs 200 workers, it may create jobs for 350 people who are not working at that factory.

Manufactured items may be divided into heavy or light, and durable or nondurable goods. A nondurable product is used very quickly. A loaf of bread is a light nondurable item.

Manufacturers of consumer goods change the styles of their products often. The new designs attract the public's interest and frequently include improvements of the old styles. Manufacturers also spend considerable time and money designing attractive packages for their products.

Manufacturers must design products that will be easy to use and will not be too expensive to produce or to ship from place to place. Sometimes after a company designs a new product, it builds and tests a prototype, or sample, before selling the item.

Raw materials used in manufacturing comes from farms, forests, fisheries, mines, and quarries. Some manufacturers, such as those that make food products, buy most of their raw materials from nearby areas. Others may require raw materials that must be shipped from the other side of the world. For example, Ohio manufacturers make the most tires in the world; however, most of the natural rubber they use may come from Asia.

Besides making the product, a manufacturer must have a system of quality control. Specially trained workers check the raw materials and examine the finished products. They make sure that the products meet the standards of the company. Careful production control is also essential. Experts make sure that the right materials in the right amounts go to the proper place in the factory at the proper time.

Distribution and sales account for a large part of the prices paid for products. For example, a gallon of paint costs much more than the chemicals and labor needed to make it. The final price includes the costs of packaging, shipping, storage, commissions to salesmen, office work, and federal, state, and local taxes. The buyer also pays for the label on the can and the advertising of the product. In addition to all these costs, the final price must give a fair profit to the manufacturer, the wholesalers, and the retailers.

Engineers and scientists continually experiment and search for new materials that will improve manufactured items. As a result of research since the early 1800's manufacturers use hundreds of kinds of plastics. Plastics range from raincoats to potato-chip bags.

You have already examined many sources for occupational information, but you will want to go back to the sources for specific information for the occupations you will research. Examine printed materials - books, briefs, charts, etc.--also visual materials such as slides, films, transparencies and what you may be able to see in a nearby factory. Examine audio materials - tapes, records, and interview workers of the occupations you are researching. Examine real materials such as tools, equipment, machines and other materials that are used in the occupation you are researching. All of these sources of information are important. Review the decisionmaking process in Unit I of this guide, to be sure you use the correct system to make your decision.

D. Review:

1. Name some things you consider to be important about the occupation.
2. Do you have deficiencies which you could overcome if you want to work in manufacturing? What can be done?
3. If disqualifying factors for one specific job in the field of manufacturing cannot be overcome, what should be done?
4. What are some requirements that must be met to get a job?
5. What types of information sources should be used in researching a job possibility?

E. Post-Test: Same as pretest.

Personal Services

UNIT 14. CLUSTER: PERSONAL SERVICES

OCCUPATIONS IN THIS CLUSTER

Level 1: College Degree or More

073.081	Veterinarian	319.138	Food-Service Supervisor
045.108	Counseling Psychologist	195.108	Child Welfare Social Worker
159.228	Weight Reduction Counselor	045.108	Marriage Counselor

Level 2: High School Graduate or More

313.131	Chef	313.781	Baker
314.381	Short Order Cook	314.781	Specialty Cook
320.138	Manager, Boarding House	320.137	Manager, Lodging Facilities
187.138	House Mother	329.138	Service Superintendent
891.138	Maintenance Foreman	329.478	Receiving Room Clerk
330.371	Barber	331.878	Manicurest
332.271	Hair Stylist	332.271	Cosmetologist
332.381	Wig Dresser	333.271	Make-up Man
334.878	Masseurs	334.878	Masseuse
338.381	Embalmer	359.885	Cremator
339.371	Scalp-treatment Operator	339.371	Electrologist
785.261	Tailor	362.381	Spotter
352.878	Airplane Stewardess	310.138	Kitchen Supervisor

Level 3: Less than High School

301.887	Day Worker	302.887	Laundress
303.138	Housekeeper	304.887	Yardman
306.878	Domestic Maid	307.878	Nursemaid
309.138	Butler	309.878	Valet
309.999	Domestic Couple	304.887	Man-of-all-work
307.878	Baby Sitter	359.873	Chauffeur
321.138	Housekeeper, Hotel and Institutions	303.138	Housekeeper, Home
		306.878	Maid
323.887	Houseman	324.878	Bellboy
324.878	Baggage Porter	324.878	Doorman
324.878	Room Service Clerk	388.868	Elevator Operator
382.884	Janitor	381.887	Charwoman
381.887	Porter	329.999	Resort Couple
329.999	Lodging Facility Couple	359.887	Camp Attendant
334.878	Reducing Salon Attendant	335.878	Bath Attendant
335.878	Cooling Room Attendant	335.878	Hot-Room Attendant

Level 3 (continued)

359.878	Funeral Attendant
339.878	Reducing Machine Operator
361.448	Ticket Girl
361.687	Aysembler, Wet Work
361.782	Rug Cleaner, Machine
361.885	Carding Machine Operator
369.884	Laundry Operator
361.887	Laundry Laborer
362.782	Dry Cleaner
363.781	Silk Finisher
363.782	Presser, Machine
363.884	Hand Presser
365.38	Shoe Repairman
732.781	Reweaver
366.878	Bootblack
785.361	Dressmaker
369.884	Rug Cleaner
359.868	Escort
359.878	Blind-aid
359.878	Kindergartener
381.887	Porter, Janitor
358.878	Baggageman
358.878	Locker-room Attendant
353.368	Page Boy
353.368	Guide
730.381	Piano Tuner
356.381	Horseshoer
356.874	Aquarist
356.874	Dog-Pound Attendant
356.874	Stableman
159.228	Dog Trainer
310.137	Wine Steward
311.878	Bus Boy
312.887	Bar Boy
526.781	Baker
525.381	Butcher
317.884	Pantryman
318.887	Kitchen Helper
318.887	Scullion
311.878	Waiter-Waitress (Informal)
311.878	Waiter-Waitress (Formal)
187.168	Caterer
319.878	Fountain Man
311.878	Floor Girl
311.878	Counterman
339.868	Tattoo Artist
361.138	Laundry Foreman
361.138	Flatwork Tier
361.687	Classifier
361.884	Laundryman, Hand
361.885	Laundryman
361.885	Washer, Machine
361.887	Washer, Hand
362.884	Dry Cleaner, Hand
363.782	All-Around Presser
363.884	Blocker
363.886	Flatwork Finisher
364.884	Shoe Dyer
369.884	Hatter
369.877	Laundrette Attendant
362.884	Furniture Cleaner
359.868	Chaperon
913.883	Chauffeur
355.878	Child-Care Attendant
357.878	Porter
358.878	Checkroom Attendant
324.878	Baggage Porter
358.878	Rest-Room Attendant
359.878	Nursery School Attendant
352.868	Host
356.874	Animal Keeper
419.884	Animal Caretaker
356.874	Dog Groomer
356.874	Kennelman
356.877	Pet-Shop Attendant
153.228, 159.228	Horse Trainer
311.138	Counter Supervisor
310.868	Hostess, Restaurant or Coffee Shop
312.878	Bar Attendant
315.381	Cook
317.884	Coffee Man
317.884	Sandwichman
318.138	Kitchen Steward
319.468	Order Clerk, Food & Beverage
312.878	Bartender
319.864	Automat-Car Attendant
319.887	Counter-Supply Man
319.884	Food Assembler
311.878	Car Hop

TEACHER SECTION:

A. Teacher Objectives:

1. To give pupils a realistic concept of the kinds and scope of jobs available to them in the field of personal services.

2. To provide an understanding that in all occupations, such as personal services, there are varying levels of work that require different levels of education.
3. To provide the information concerning the three educational requirements named for the work levels.
4. To provide an understanding that some jobs in the Personal Services cluster do not deal altogether with the field of personal services.
5. To provide the opportunity for students to associate certain personal services jobs with people who they know work in the occupations.

B. Suggested Teaching Activities:

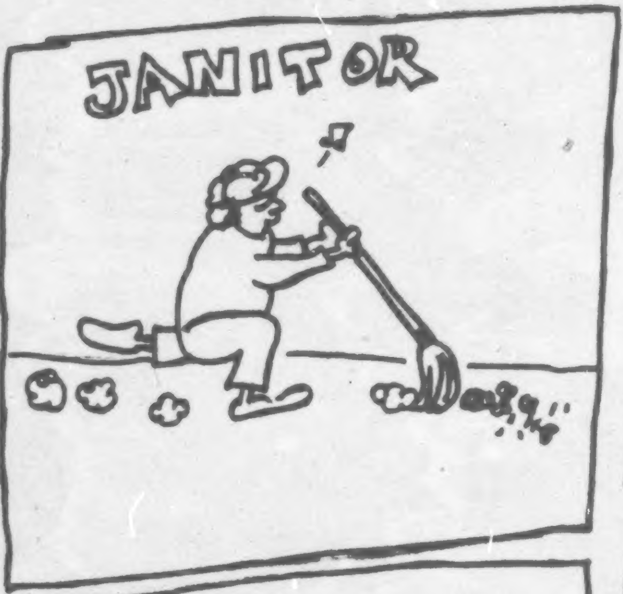
1. Use the cluster poster to show the many jobs related to personal services and the three levels of occupations in Personal Services.
2. Discuss the different educational requirements of various occupations under each level.
3. Bring in guest speakers with occupations in Personal Services.
4. Discuss in class some jobs that are offered in Personal Services that do not deal completely with personal services. For example, a cosmetologist must secure supplies from a salesman, who is in business.

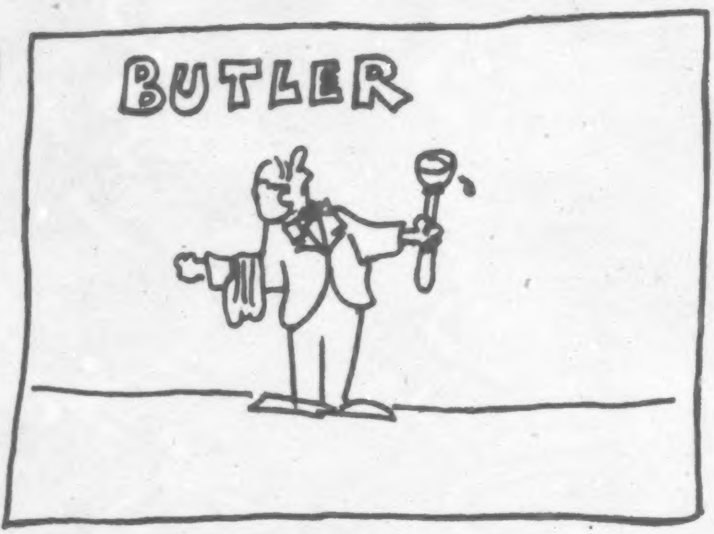
C. References:

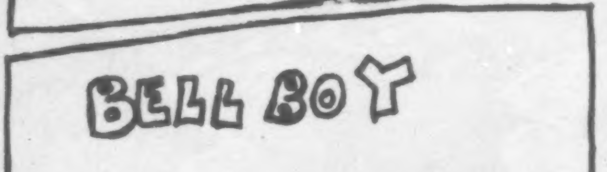
1. D.O.T. (Dictionary of Occupational Titles), Volume 1, Definition of Titles, 1965, 3rd Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402.

2. Occupational Outlook Handbook, 1972-73 Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402.

PERSONAL SERVICES






BELL BOY
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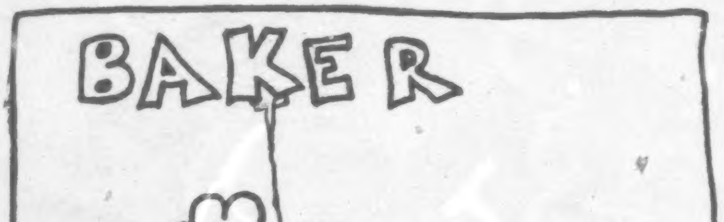


STUDENT SECTION - UNIT 14: PERSONAL SERVICES CLUSTER

A. **Student Behavioral Objectives:**

Upon completion of this unit the student will be able to:

1. Select 10 personal services occupations from a list of 30 various occupations.
2. Name two occupations under each occupation level.
3. Name the three educational requirements one must meet to get a job on any of the three occupational levels.
4. List at least five occupations not dealing 100 percent with the field of personal services but is related in some way.
5. Match the occupation to the person that works in that occupation, choosing occupations from the immediate area.

B. **Pretest:**

Choose the correct answers:

1. Select the job(s) located in personal services: (a) farming (b) physician (c) barber (d) cattleman.
2. One of the occupational levels is (a) janitorial work (b) college degree or more (c) agriculture courses (d) manual dexterity.
3. The number of educational requirements that must be met are (a) 1 (b) 4 (c) 3 (d) 5.
4. The type of training a cosmetologist needs is (a) completion of a state approved cosmetology school (b) high school with on-the-job training (c) college degree.
5. The job that does not deal entirely with personal services is (a) barber (b) masseur (c) make-up man.
6. Barbering requires (a) a high school degree plus training (b) a college degree plus training (c) Master's degree.
7. Two jobs located on the occupational level requiring less than high school are (a) chauffeur and nursery (b) psychologist and counselor (c) chauffeur and counselor.
8. An exterminator can be grouped with the Personal Services cluster and also with (a) Fine Arts (b) Environment (c) Marine Science.

ANSWERS: 1.c, 2.b, 3.c, 4.a, 5.c, 6.a, 7.a, 8.b

C. **General Information:**

Persons working in personal service careers are very important to the happiness and well-being of people. The jobs done in personal service careers are done directly for people.

In looking over the cluster poster, it can be seen that there are many occupations offered. For example, a cosmetologist gives a personal service each time treatment is applied to a person's hair and nails. This most always makes a person feel happy.

Another example of a personal service occupation is a social worker. Have you ever had a problem? Most problems seem to work themselves out but some are not so readily solved without some outside help. The social worker handles the complex, long-term problems that require more time and specialized attention or skill.

The barber is another person working in personal services. Barbering dates back to man's earliest days. Even then man must have felt a need to trim his beard. The school bus driver is very important because he brings the students to school and takes them home.

In personal service careers, there are varying levels of work that require different levels of education. There are three levels of education in personal service careers: college degree or more; high school education or more; and less than a high school education.

There are certain educational requirements one must meet to work at jobs on the three occupational levels. On each of the levels of occupations one must meet the requirements of having the needed skills, courses, and correct training. The proper skills, high school courses, and training vary with the type of job you choose and the occupational level at which you choose to work.

A person cannot completely rely upon himself for a living. A person may be working in a personal service occupation, but he has to depend on people not completely related to personal services for assistance. A good example of this is the barber. He has to order the tonics, shampoos, scissors, and other things he uses in his shop from a salesman. This person is actually in business. Another example is the social worker. He sometimes works with certain agencies to gain clients for himself. Agencies are not completely related to the personal service cluster.

The examples used here are just a small number of occupations in the Personal Service cluster which one can see by looking over the poster. In doing this, one can probably call to mind many people who work in these professions.

D. Review:

1. What are some jobs in the personal service field?
2. What are the different levels of education needed for different occupational levels?
3. What are the different occupational levels of jobs?
4. What determines the educational requirements that must be met before one can get a job in the personal service field?
5. What are some jobs not entirely related to personal services, but are a working part of personal services?
6. Are jobs in Personal Services done directly for the people?

E. Post-Test:

Same as pretest.

UNIT 14A: GENERAL FACTORS TO BE CONSIDERED ABOUT PERSONAL SERVICES

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the students with the opportunity to understand the importance of the occupations within the Personal Services cluster to our economy.
2. To help students become aware that some occupations in the personal services field are becoming more mobile. Many factors determine the location of these jobs.
3. The help students understand what is meant by job trends, the occupational outlook, and how developments of this type can affect career planning in personal services.
4. To help students gain an understanding of the physical and job entry skill requirements, and nature of work in order to know what is required in pursuing a career in personal services.
5. To provide an understanding of the wide range of working conditions and environmental conditions which people consider in choosing an occupation in Personal Services.

B. Suggested Teaching Activities:

1. Go on field trips to several places concerned with personal services, such as a beauty school, barbershop, or a social services office, to see their importance to our economy. Notice the working conditions under which people work and also the nature of their work.
2. Interview a person in personal services, such as a school bus driver or cosmetologist. Report to class their feelings about their jobs and tell about the environment and working conditions.
3. Have students construct a chart on job trends and outlook on personal services in your area; also, show job entry requirements and show the training needed for various jobs in personal services.
4. Have students choose an occupation from personal services and demonstrate use of some of the tools in that occupation. For example, show how a barber uses combs, clippers, and scissors in his work.
5. Have students put on display or model various uniforms worn in personal services occupations.
6. Listen to and watch cassettes and filmstrips on different personal services occupations published by various companies.
7. Invite speakers that do personal services for people.
8. Let one of the class members bring his younger brother or sister and demonstrate the job of a babysitter.
9. Set up a project to care for a certain plot of the school grounds involving the different activities in caring for a grounds area.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), 1965, 3rd Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20204.

2. Occupational Outlook Handbook, Superintendent, U. S. Government Printing Office, Washington, D. C. 20402. (1972-3 Edition)

3. "Career Education Clusters," Westinghouse Learning Press, 100 Park Avenue, New York, N.Y. 10017 (cassettes and filmstrips).

4. "Cooks and Chefs," "Jobs in Baking," "Jobs in Cosmetology," General Services Administration, National Audiovisual Center, Washington, D. C. 20409 (seven-minute film).

5. "Job Opportunities in a Restaurant," Singer Education Division Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614 (filmstrips and cassettes).

STUDENT SECTION - UNIT 14A: GENERAL FACTORS TO BE CONSIDERED ABOUT PERSONAL SERVICES

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. List five specific personal services occupations in the immediate area.
2. Name the importance of five personal service occupations and agencies that are common to the area where he lives.
3. Describe the type of working habits needed for these jobs.
4. Define mobility and explain on paper why these occupations in personal services are becoming more mobile.
5. Give the trends and outlook for the Personal Services field.
6. List the entrance requirements and training opportunities for two personal services occupations.
7. Give the working and environmental conditions for two personal services occupations in the area.

B. Pretest:

Choose the correct answer(s):

1. Jobs in personal services (a) indirectly help a person (b) directly help a person (c) help a person only part time.
2. One personal service occupation located in the immediate area (a) mining (b) policeman (c) laundryman.
3. An occupation in personal services that is mobile is (a) chauffeur (b) maid (c) masseru.
4. The outlook of a job consists of (a) employment opportunity (b) trends (c) attitudes.
5. The trend of a job means (a) the current direction in which it is moving (b) mobility (c) location.
6. Personal requirements include the areas of (a) personality (b) your physical state (c) aptitude.
7. Job-entry requirements include (a) the legal age for working (b) the number of hours to be worked (c) the specific labor laws to be observed.
8. The working conditions of a job tell that the job will be (a) seasonal (b) in the country (c) possibly hazardous.
9. Environmental conditions mean that the job will be (a) inside or outside (b) hot or cold (c) well-paying.
10. The physical requirements for working in the personal services field are (a) physically strong (b) mentally stable (c) extremely tall.
11. A personal service that is somewhat of a luxury is (a) garbage pickup (b) a massage (c) children picked up by the bus.

ANSWERS: 1.b, 2.c, 3.a, 4.a & b, 5.a, 6.a,b,c, 7.a,b,c, 8.c, 9.a,b, 10.a,b

C. General Information:

Many centuries ago people felt the need for personal services.

Consequently, some were giving personal services and some were receiving them. Such is the case today, but the list of personal services has grown quite large as has our civilization.

Personal services are services done directly for a person. For instance, a laundryman cleans clothes; a waitress takes orders for a meal. There are some personal services rendered that are somewhat luxurious in nature, but many are very needed and essential services.

An example of a luxurious personal service is a chauffeur. He drives the owner of the car wherever he chooses to go. An example of a needed personal service is a school bus driver. For many children it would be difficult to get to school each day without this service. Both of these personal services are mobile. Occupations in personal services, as in many other occupations, are becoming more mobile because our society is becoming more mobile. Another example of an occupation becoming mobile is a caterer. A caterer doesn't have to be as mobile as a school bus driver, but he is because he can expand his business, clients, and territory by doing this.

To expand is what everyone wants to do in business, but many jobs dead-end. The trends of jobs is what one should be interested in if he wants to expand his business or "make a go of it." According to the Annual Manpower Planning Report, in Arkansas, employment in service occupations reached 75,900 in 1972. This was an increase of 1,700 from the previous year. By 1974, the employment should expand to 80,000. This is a gain of 4,100 or 5.4 percent. Rising income and population should increase the demand for personal and professional services.

For each occupational level there are different job-entry and physical requirements. For example, to be a cook one must be free of any disease and pass a physical examination, but to be a cook one doesn't have to have a lot of formal education. To obtain a job as a social worker, one would need a college degree and possibly more When checking into a job a person needs to look at the various requirements. If you do not qualify, then do what you should to be able to qualify and pursue that job. If you know you cannot fulfill the requirements for a certain job, pursue another one for which you do qualify.

The working conditions of jobs are matters that should also be checked. Some jobs require a lot of time spent outside, while other jobs require you to stay inside all day and possibly sit at one place. Some jobs are eight hours a day and others have irregular hours. If you have a preference for working conditions, you should check to see which jobs have the conditions you prefer.

D. Review:

1. Why are occupations in personal services important to the economy?
2. What impact does population change have on employment trends in personal services?
3. What effect does modern technology have on the creation of new personal services occupations, eliminating some?

4. What is the occupational outlook for personal occupations in your state? Are there any present related newspaper articles?
5. What are the advantages and disadvantages of jobs that are highly mobile?
6. What are the entrance requirements for most jobs in personal services?
7. Have the trends in the personal services occupations been positive or negative?

E. Post-Test:

Same as the pretest.

UNIT 14B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN PERSONAL SERVICES SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on two specific occupations within the Personal Services cluster.
2. To guide students in assessing possible occupational information in light of their own personal needs, aptitudes, and preferences.
3. To further develop proper techniques for making sound and wise vocational choices.
4. Have students record resources used and evaluate the accuracy of information found. (See Appendix I.)

B. Suggested Teaching Activities:

1. Provide students with the forms to collect occupational information. Review each item to make sure each student understands the assignment.
2. Have students select the occupations they wish to research within the Personal Services cluster; have them record the information on the form, "Guide for a Systematic Study."
3. Guide the student in writing a tentative favorable or unfavorable decision, giving reasons based on the major factors they considered.
4. Provide a variety of sources of occupational information.

C. References:

1. D.O.T. (Dictionary of Occupational Titles) Volume 1, Definition of Titles, 3rd Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20204.

2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20204.

3. "The ABC's of Getting a Job," Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435 (8 filmstrips - 4 cassettes).

4. "Bus Driver," (filmstrip) Baker and Taylor Company, Audio Visual Services Division, P.O. Box 230, Nomence, Illinois 60954.

5. "Routeman/Room Clerk," Baker and Taylor Company, Audio Visual Services Division, P.O. 230, Nomence, Illinois 60954.

6. "Job Opportunities In a Restaurant," "Job Opportunities In a Supermarket" (2 filmstrips/2 cassettes), Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60611.

STUDENT SECTION - UNIT 14B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN PERSONAL SERVICES

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Show information gathered on two occupations within the Personal Services cluster.
2. Give basic reasoning why the two occupations researched are favorable or unfavorable career choices.
3. File completed information forms in notebook for later reference.

B. Pretest:

Answer - T (True) - F (False) each of the following:

( ) 1. One must consider all important factors when choosing an occupation.
( ) 2. Working conditions of a job are unimportant and need little attention in making a job choice.
( ) 3. A wise decision can be made on a job without much exploration.
( ) 4. The trends for personal services are positive.
( ) 5. One's physical health is not important in choosing a job.
( ) 6. An exterminator does not deal entirely with personal services.

ANSWERS: True - 1,4,6 -- False - 2,3,5

C. General Information:

In studying the Personal Services cluster, you have probably found a number of jobs that interest you. Now it is time to choose two specific occupations in this cluster and do research on them. Some important factors to keep in mind when making a job choice are as follows: Does this fit your personal needs? Do you have an aptitude for this type job? Do you prefer this job over others?

There is much information one must gather to make a wise job choice. To help you keep your information uniform, you can use the Guide for Collecting Occupational Information furnished by the teacher. In doing research on your job choices, you should consider as many sources of information as possible.

While studying the Personal Services cluster you had an opportunity to learn different sources of information. These may include printed materials; visual materials, including what was observed on field trips; audio materials, including guest speakers or otherwise; real materials; "hands-on" activities with tools, machines, equipment; and simulated work processes. If more information is desired from any of the sources, check with the teacher.

While doing research on your first job choice, also gather pertinent information for two alternate job choices. Many things can happen and possibly you may not continue with your first choice, but you could with one of the alternates. Use the same information sources for your alternate choices as you do your first job choice.

D. **Review**:

1. What factors do you consider to be most important about the occupation?

2. Can your disqualifying factors, if any, be overcome in a personal service job you prefer?

3. What can be done to overcome these factors?

4. If disqualifying factors for one specific job in the personal services field cannot be overcome, what should one do?

5. What are some requirements that must be met to get a job?

6. What types of information sources should be used in researching a job possibility?

E. **Post-Test**:

Same as pretest.

Health

UNIT 15. CLUSTER: HEALTH

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

070.108	Head Physician	070.108	Internal Medicine Physician
079.021	Health Physicist	079.108	Hearing Clinician
070.108	Surgeon	070.108	Obstetrician
070.108	Gynecologist	079.108	Naturopathic Doctor
070.108	Medical Officer	070.108	Psychiatrist
070.108	Pediatrician	070.108	Radiologist
070.108	Opthalmologist	070.108	Pathologist
070.108	Orthopedic Surgeon	070.108	Osteopath
072.108	Dentist	079.108	Optometrist
169.168	Administrative Assistant	074.181	Pharmacist
079.108	Podiatrist	070.108	Anesthesiologist
079.108	Audologist	079.108	Speech Pathologist
160.188	Accountant	077.168	Dietician
187.118	Hospital Administrator	186.118	Controller
079.118	Sanitarian	073.108	Veterinarians
195.108	Social Worker	168.168	Credit Manager
045.088	Psychometrist	045.108	Clinical Psychologist
045.088	Social Psychologist	166.118	Personnel Director
073.108	Public Health Veterinarian	079.108	Speech and Hearing Clinician
165.068	Public Relations Director	162.158	Purchasing Agent
079.168	Community Services and Health Education Officer	079.108	Speech Clinician
		072.108	Orthodontist
079.378	Orthoptist	195.108	Psychiatric Social Worker

Level 2: High School Graduate or More

078.368	Dental Hygienist	075.378	Occupational Health Nurse
075.118	Registered Nurse	075.128	Public Health Nurse
075.378	Private Duty Nurse	075.378	General Duty Nurse
075.128	Supervisor Nurse	079.378	Licensed Practical Nurse
078.368	X-ray Technologist	075.378	Nurse Anesthetist
075.378	Office Nurse	075.378	Industrial Nurse
079.368	Inhalation Therapist	079.108	Chiropractor
079.128	Occupational Therapist	078.368	Radiologic Technologist
100.388	Medical Record Librarian	074.387	Pharmacy Helper
075.378	Psychiatric Nurse	079.378	Dental Assistant
079.128	Recreational Therapist	079.378	Physical Therapist

Level 2 (continued)

078.368	Audiometrist
075.128	School Nurse
077.081	Research Nutritionist
079.188	Industrial Hygienist
078.381	Medical Laboratory Assistant
079.128	Music Therapist
079.128	Manual-Arts Therapist

Level 3: Less than High School

079.378	Surgical Technician
078.368	EKG Technician
079.368	Chiropractor's Assistant
355.878	Psychiatric Aid
078.281	Cytotechnologist
073.381	Veterinary Laboratory Technician
079.588	Diet Clerk
079.168	Central Supply Supervisor
355.878	Nursing Aid
237.368	Receptionist
355.578	Ambulance Attendant
713.281	Mounter and Repairman (Optical Goods)
354.878	Home Health Aid
712.381	Dental Laboratory Technician
078.368	EEG Technician
079.368	Occupational Therapy Aid
078.381	Medical Laboratory Assistant
078.381	Histologic Technician
079.378	Obstetrical Technician
712.281	Dental Ceramist Assistant
223.887	Central Supply Aid
913.883	Ambulance Driver
354.878	First Aid Attendant
299.478	Contact Lens Technician
168.287	Sanitarians Aid
237.368	Admitting Officer

TEACHER SECTION:

A. Teacher Objectives:

1. To give pupils a realistic concept of the kinds and scope of jobs that are available to them in the field of health.
2. To provide an understanding that in all occupations there are varying levels of work that require different levels of education.
3. To provide the information concerning the three educational requirements named for the work levels.
4. To provide an understanding that some jobs in the health cluster do not deal totally with the field of health.
5. To provide the opportunity for students to associate certain health jobs with people who they know work in the occupations.

B. Suggested Teaching Activities:

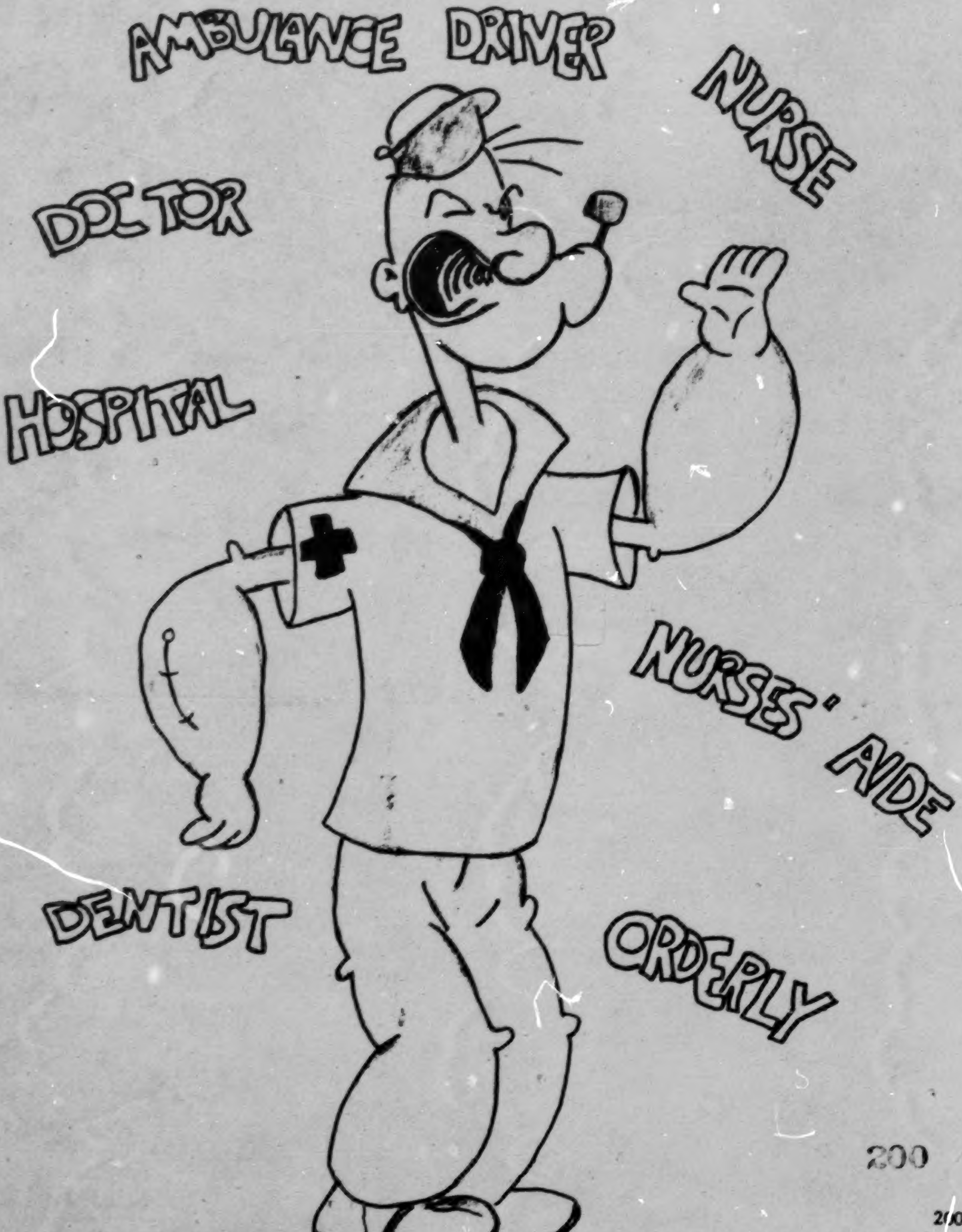
1. Use the cluster poster to show the many jobs related to Health and the three levels of occupations in Health.
2. Discuss the different educational requirements of various occupations under each level.
3. Bring in guest speakers with occupations in health.
4. Discuss in class some jobs that are offered in health but do not deal completely with the health services. For example, the administration of a hospital.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Volume I, Definition of Titles, 1965, 3rd Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402.

2. Occupational Outlook Handbook, 1972-1973 Edition, Superintendent of Documents, U. S. Printing Office, Washington, D.C. 20402.

POPEYE AND HEALTH CAREERS


AMBULANCE DRIVER
NURSE
DOCTOR
HOSPITAL
NURSES' AIDE
DENTIST
ORDERLY

STUDENT SECTION - UNIT 15: HEALTH CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Select 10 health occupations from a list of 30 occupations.
2. Name two occupations under each occupational level.
3. Name the three educational requirements one must meet to get a job on any of the three occupational levels.
4. List five occupations not dealing 100% with the field of health but which are related in some way.
5. Match five occupations to people who work in the occupations, choosing occupations from the immediate area.

B. Pretest:

Choose the correct answer(s) for the following:

1. A job representing the health field (a) farmer (b) general practitioner (c) dietician.
2. What are the three occupational levels?
   (a) less than high school (b) janitorial (c) college degree or more (d) high school or more.
3. The educational requirements one must meet to get a job on all three levels are (a) having needed skills (b) having the needed high school courses (c) having the correct training need (d) be professionally qualified.
4. The training needed by a medical doctor before being allowed to practice medicine is (a) college degree plus years of advanced wotk (b) two years of college (c) four years of college.
5. A job that does not deal entirely with the health services is (a) nurse (b) orderly (c) hospital administrator (d) doctor.
6. Having the correct training represents (a) legal requirements (b) physical requirements (c) educational requirements
7. A job that does not require a college degree, but does require a high school diploma for entry is (a) dentist (b) receptionist (c) licensed practical nurse (d) nurse's aid.
8. To become a pharmacist requires (a) high school graduation or more (b) college degree or more (c) less than high school

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ANSWERS: 1.b, 2.a, 3.a,b,c 4.a, 5.c, 6.c, 7.c, 8.b

C. General Information:

Jobs in the Health cluster are related in that all the jobs are dedicated to the important objective of good health, physical and mental, for everyone. People in this field work together.

It is true that all people work together, but they do not all work on the same occupational levels. There are three occupational levels: college degree or more, a high school education or more, and less than high school education.

Even though people working in the various Health jobs work on different occupational levels and have to meet different educational requirements, each person is a vital part of the health services. Some of the jobs making up the Health cluster include medical doctors with the responsibility of taking care of the physical and mental well-being of patients; nurses that assist doctors in their work; hospital administrators who take care of the business in order to run the hospitals or medical centers; lab technicians who take care of the lab work required by the doctor; and ambulance drivers who get the sick to the hospital safely. This is a small picture of the Health cluster, but, like these, all the workers in health are important.

To do certain jobs in Health you have to meet certain educational requirements. The three educational requirements are having the needed skills, having the needed high school courses, and having the correct training. Training for a doctor may include seven or eight years of college and graduate study, whereas an ambulance driver may get a job by obtaining on-the-job training.

To make the health picture complete and workable, it needs people working in related areas--areas not entirely dealing with health but which are vital to the complete picture of health. Two good examples of this are the hospital administrator and the hospital accountant. Their field is really business, but the hospital needs the business occupations to make it run smoothly--as does the entire cluster of health.

D. Review:

1. Indicate some jobs in the health field.
2. What are the different levels of education needed for different occupational levels?
3. What are the different occupational levels of jobs?
4. What determines the educational requirements that must be met before one can get a job in the health field?
5. What are some jobs not entirely related to health but which are a working part of health?

E. Post-Test:

Same as pretest.

UNIT 15A: GENERAL FACTORS TO BE CONSIDERED ABOUT HEALTH

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the students with the opportunity to understand the importance of the occupations within the Health cluster to our economy.
2. To help students become aware that some occupations in the Health field are becoming more mobile. Many factors determine the location of these jobs.
3. To help students understand the meaning of job trends, occupational outlook, and how developments of this type can affect him in planning a future career in health.
4. To help students gain an understanding of the physical and job-entry skill requirements, and nature of work, and other requirements for pursuing a career in health.
5. To provide an understanding of the wide range of working conditions and environmental conditions which people need to consider in choosing an occupation in health as a career.

B. Suggested Teaching Activities:

1. Go on field trips to several places concerned with health, such as: the Red Cross Office, County Health Office, doctor's office, and to the hospital to see their importance to our economy. Notice the working conditions under which they work and also the nature of their work.
2. Watch the 8mm films published by Encyclopedia Britannica Education Corporation showing various occupations within the health field.
3. Interview a physician who travels to rural areas as a routine. Report to class his feelings on moving around and tell what type of environmental and working conditions he often has to work under.
4. Have students construct a chart on job trends and outlook in health in your area; also include job-entry requirements and show the training needed for various jobs in the health field. A source of reference for this information is the Annual Manpower Planning Report by the Arkansas Employment Security Division, Little Rock, Arkansas.
5. Have students demonstrate the use of five medical instruments. For example, take a classmate's temperature and read it correctly; take blood pressure and explain the steps in this; check a person's throat; take a pulse reading; listen to a person's heart with a stethoscope.
6. Have students model various types of uniforms worn in health occupations and role play situations involving the people that wear the uniforms in health.
7. Play charades, acting out different occupations in the health field.
8. Listen to the cassettes and view the filmstrips on different health occupations published by Coronet films or by other publishers.

C. References:

1. D.O.T. (Dictionary of Occupational Titles) 1965, 3rd Edition, U. S. Department of Labor, Washington, D.C.

2. Occupational Outlook Handbook, 1972-73 Edition, U. S. Department of Labor, Bulletin 1700, Bureau of Labor Statistics, Washington, D. C.

3. Annual Manpower Planning Report, Arkansas Employment Security Division, Little Rock, Arkansas

4. Englebardt, Stanley L., Jobs in Health Care, Lothrop, Lee and Shepard Company, New York, 1973.

5. Lebowitz, Gordon, You, and a Health Career, Exploring Health Career Series, Fairchild Publications, Inc., New York, 1972.

6. "Occupations in Health," 8mm films, Encyclopedia Britannica Education Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611.

7. "Jobs in Health Service," Coronet Instructional Media, 65 East South Water Street, Chicago, Illinois 60601 (8 filmstrips-8 cassettes).

STUDENT SECTION - UNIT 15A: GENERAL FACTORS TO BE CONSIDERED ABOUT HEALTH

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. List five specific health occupations in the immediate area where he lives.
2. Name the importance of five health occupations and agencies that are common to the area.
3. Describe the type of working habits needed for these jobs.
4. Define mobility and explain on paper why some occupations in health are becoming more mobile.
5. Give the trends and the outlook for the health field.
6. List the entrance requirements and training opportunities for at least two health occupations.
7. Give the working and environmental conditions for two health occupations in your area.

B. Pretest:

Choose the correct answer(s):

1. The ways health occupations serve people every day are (a) teeth care (b) family planning (c) wardrobe planning.
2. Some health occupations located in the immediate area are (a) insurance companies (b) chiorpractor (c) United Fund.
3. An occupation in the health field that is mobile is (a) surgeon (b) ambulance driver (c) podiatrist.
4. The outlook of a job consists of (a) employment opportunity (b) trends (c) a (d) a and b.
5. The current direction in which a job is developing: (a) requirements (b) mobility (c) trend.
6. Personal requirements include the areas of (a) personality (b) your physical state (c) aptitude.
7. Job-entry requirements include (a) the legal age for working (b) the number of hours to be worked (c) the specific labor laws to be observed.
8. The working conditions of a job tell that the job will be (a) seasonal (b) in the country (c) possibly hazardous.
9. Environmental conditions mean that the job will be (a) inside or outside (b) hot or cold (c) well paying
10. The physical requirements for working in the health field are (a) physically strong (b) mentally stable (c) extremely tall.

ANSWERS: 1.a,b 2.b 3.b 4.d 5.c 6.a,b,c 7.a,b,c 8.c 9.a,b 10.a,b

C. General Information:

Where would our world be today without health services? Two centuries ago the average life expectancy was about 47 years. Through the years the average life expectancy has been on an upward climb, from 47.3 in 1900 to 67.4 years for males and 74.9 years for females in 1971.

In the 1960's the world's population increased each day by 131,000. The total population in 1960 was 180.1 million and in 1972 it was reported that the population was 208.2 million. Every second of the day four babies are born, in contrast to two persons dying in the same time span. Total birth rate per 1,000 population in 1972 was 15.6 compared to 9.4 total deaths per 1,000 population. The results of this--a growing population.

What is the reason for more babies to survive and more people to live to old age? The answers are improved medical knowledge and more widespread availability of health services. These are the reasons why health occupations are very important to our economy. Life could scarcely carry on without the health services.

With such a vast number of people and the growing demand for health services, these services cannot afford to become just buildings, drugs, and equipment. The services must reach out to the many areas of need. In doing this, the scope of health services has widened a great deal. Health jobs are found in hospitals, nursing homes, public health agencies, armed forces, in businesses, schools, and in government agencies.

To reach people who need help and cannot seek it themselves, branches of the health services seek them out and help them. The mobility of people in health has been a great factor in increasing the average life expectancy in our country and others. One local health agency is the County Health Office. The county health nurse travels around the county helping the poor who cannot afford medical help and also the aged who cannot get to medical aid. The Red Cross is another agency that has been known for a long time as a helping health agency—especially heard of during wartime for its assistance to soldiers. In underdeveloped countries, agencies such as the Peace Corps and Vista have gone in to help people to develop better ways of living and, of course, teach good health habits and give the needed medical care, all as an important part of the total program.

The health field is a wide field from which to choose, so if you feel that you want to help people, then health careers offer you the opportunity. The trends and job outlook for health occupations are very promising. For example, in 1965 there were approximately 292,000 medical doctors, compared to 345,000 in 1971; approximately 109,000 dentists in 1965 to 118,000 in 1971; and also approximately 621,000 registered nurses in 1965, to 723,000 in 1971. These are all positive trends in growth.

From information obtained from the Annual Manpower Planning Report for Arkansas, it was found that in the service and nonmanufacturing group, employment reached 75,900 in 1972, an increase of 1,700 from the previous year. This means that the need for medical services should continue to grow. This will create an increased need for medical service workers.

A one-year projection shows that nationally the supply and demand for professional personnel indicates that the outlook for highly trained workers will continue to be excellent with the most significant occupational needs in this group being in the health field with the licensed practical nurses where the demand with one-year expansion needs of 100 and replacement needs of 210, total 310. Medical and dental technicians rank second. For the five-year projection the outlook is the same, with licensed practical nurses still in greatest demand and medical and dental technicians second. With a job outlook like this a person would not have to worry about a dead-end job in health.

There are many jobs in the Health cluster, but can you adapt and work well in a health job? This must be looked at objectively. The physical requirements for working in health are that the person be physically strong and mentally stable. Could you withstand the long hours that are often required? Could you stand on your feet several hours? Could you stand the mental stress that often occurs with this job? If so, the next step is to look into the entrance requirements and training opportunities for the occupation you choose to enter.

The entrance requirements begin with having the appropriate training and education. For example, a medical doctor has to have an advanced college degree and training--up to eight years in many cases, plus a license, whereas a lab technician may need only two years of college, plus training. If you are interested in working in health and do not want to go to college, you might choose a job that requires high school graduation, plus training, such as laboratory aids. For any of these, science courses are needed in high school.

Now look at the personal requirements. Do you have the aptitude for working in health? Is your personality and attitude what it should be--caring, friendly, courteous? Would you take pride in your work?

There are also legal requirements that one must meet before entering health services as a career; for example, pass an examination for a state license.

D. Review:

1. Why are occupations in the health field important to our economy?
2. What impact does population change have in employment trends in health occupations?
3. What effect does modern technology have on the creation of new health occupations, eliminating some?
4. What is the occupational outlook for health occupations in your state? Are there any present related newspaper articles?
5. What are the advantages and disadvantages of jobs that are highly mobile?
6. What are the entrance requirements for most jobs in health?
7. Have the trends in the health occupations been positive or negative?

E. Post-Test:

Same as pretest.

UNIT 15B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN HEALTH SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on two specific occupations within the Health cluster.
2. To guide students in assessing possible occupational information in light of their own personal needs, aptitudes, and preferences.
3. To further develop proper techniques for making sound and wise vocational choices.
4. Have students record resources used and evaluate the accuracy of information found. (See Appendix I.)

B. Suggested Teaching Activities:

1. Provide students with the forms to collect occupational information (see Appendix I).
2. Have students select the two occupations they wish to research within the Health cluster; have them record the information on the form: Guide for a Systematic Study.
3. Guide the student in writing a tentative favorable or unfavorable decision, giving reasons based on the major factors they considered.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Volume 1, Definition of Titles, 3rd Edition, U. S. Department of Labor, Washington, D. C.

2. Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700, Washington, D.C., 1972-73 Edition.

3. Health Careers Guidebook, U. S. Department of Labor; Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

4. Career Exploration and Planning, Bruce E. Shertzer, Houghton Mifflin Company, Dallas, Texas.

5. "The ABC's of Getting a Job," Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435 (8 filmstrips - 4 cassettes).

6. "Hospital Job Opporutnities," Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435 (10 filmstrips - 5 cassettes).

STUDENT SECTION - UNIT 15B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN HEALTH

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Show information gathered on two occupations within the Health cluster.
2. Give basic reasoning why the two occupations researched are favorable or unfavorable career choices.
3. File completed information forms in his notebook for later reference.

B. Pretest:

Answer T (True) or F (False) each of the following:

( ) 1. Considering important factors about occupations is a way of choosing an occupation.
( ) 2. Anyone is suited for any occupation within the health field.
( ) 3. In selecting a career a wise decision can be made without exploring several occupations.
( ) 4. If you like the job, then you are qualified for it.
( ) 5. To make a career of a job you must really want to work at it.
( ) 6. If you have a high school education, then you have met full qualifications to be a doctor.
( ) 7. A person who enjoys his occupation does better work.
( ) 8. The D.O.T. is a helpful resource in job researching.

( ) 9. The trends of health occupations are positive.
( ) 10. Health occupations are expected to be dead-end in a few years.
( ) 11. Stability is a quality needed for working in health.
( ) 12. One's physical health is an important consideration in choosing a job in health.
( ) 13. A receptionist deals entirely with health occupations.

ANSWERS: True - 1,5,7,8,9,11,12 -- False - 2,3,4,6,10,13

C. General Information:

In exploring the field of health, you may find many jobs that interest you, but there are numerous questions one must ask himself about the job he is considering as his career.

Being motivated by a job is very important because a person who likes his occupation does much better work, but being motivated by a job is not the only thing one must consider when choosing a career for life. A person must look at himself objectively. Even though he may be very interested in a certain occupation, he has to examine very closely the qualifications needed to obtain this job and keep it. Suppose your physical health does not meet the physical requirements of that particular job. This does not mean that you must quit looking in the health field for a job. It just means you need to find a job more suited to you.

To help you compile pertinent information on two specific jobs in health, you can use the Guide for Collecting Occupational Information furnished by the teacher. It will help you keep your information uniform. You should consider all sources of information researched for the occupations.

While studying the health occupations you have had an opportunity to learn the different sources for obtaining information. Remember, there are printed materials; visual materials, including what you may observe on a field trip; audio materials, including what you have heard speakers say; real materials; and "hands-on" activities with tools, machines, equipment; and simulated work processes. If you desire more information from any one of the sources, check with the teacher.

Besides exploring your first job choice, choose two alternate occupations also. There are times when unforeseen things happen and you possibly could not carry through with your first job choice, but you could with one of your alternate choices. Use the same information sources--real materials, visual and audio materials, for your alternate choices that you used for your first job choice.

D. Review:

1. What factors do you consider to be most important about the occupation?
2. Can your disqualifying factors, if any, be overcome in a health job you prefer?
3. What can be done to overcome these factors?
4. If disqualifying factors for one specific job in the health field cannot be overcome, what should one do?
5. What are some requirements that must be met to get a job?
6. What types of information sources should be used in researching a job possibility?

E. Post-Test:

Same as the pretest.

Environment

UNIT 16. CLUSTER: ENVIRONMENT

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

079.108	Audiologist
199.187	Radiation Monitor
041.081	Entomologist
168.168	Field Health Officer
319.138	Food-Service Supervisor
079.188	Industrial Hygienist
168.287	Plant-Quarantine Inspector (Agricultural Commodity Grader)
079.118	Sanitarian
005.081	Construction Engineer
019.081	Landscape Architect
020.188	Statistician, Biological & Agricultural Science
096.168	Weed-Control Supervisor
041.081	Aquatic Biologist
024.181	Engineer Soils
188.168	Federal Aid Coordinator
040.081	Forest Ecologist
005.081	Hydraulic Engineer
010.081	Mining Engineer
040.081	Range Manager
040.081	Soil Conservationist
168.287	Industrial Waste Inspector
019.187	Yield-loss and Sanitation Engineer
168.287	Food & Drug Inspector
012.188	Industrial-Health Engineer
041.081	Microbiologist (Food)
041.281	Public Health Bacteriologist
168.287	Sanitary Inspector
029.088	Geographer
005.081	Sanitary Engineer
019.188	Traffice Engineer
199.168	Urban Planner
041.081	Animal Ecologist (Zoologist)
188.118	Commissioner Conservation of Resources
040.081	Forester
005.187	Forest Engineer
018.188	Surveyor
041.081	Plant Ecologist (Botanist)
041.081	Silviculturist
040.081	Soil Scientist

Level 2: High School Graduate or More

012.281	Air Analyst
168.268	Safety & Sanitary Inspector
184.168	Supervisor, Water & Sewer System
389.884	Exterminator
465.381	Scout
299.287	Pest Control Technician
441.168	Fire Lookout
441.168	Fire Warden
451.181	Gamekeeper
099.228	Park Naturalist
188.168	Park Superintendent
022.281	Chemist, Water Purification
005.168	Superintendent, Water & Sewer Systems
529.307	Yield-loss Inspector
389.381	Fumigator
379.887	Milk Sampler
168.168	Land Use Technician
441.687	Fire Patrolman
441.384	Forester Aid
407.134	Park Foreman
169.168	Park Ranger

Level 3: Less than High School

909.138	Garbage Collection Foreman
899.887	Septic-Tank Serviceman
955.887	Sewage-Disposal Worker
599.885	Water Tender
407.887	Campground Caretaker
441.887	Forest Fire Fighter
955.885	Sewage Plant Attendant
955.782	Sewage Plant Operator
949.781	High Climber
441.887	Sprayer (Forestry)

TEACHER SECTION:

A. Teacher Objectives:

1. To give pupils a realistic concept of the kinds and scope of jobs that are available to them in the field of Environment.
2. To provide an understanding that in all occupations relating to environment there are varying levels of work that require different levels of education.
3. To provide information concerning the three educational requirements named for the work levels.
4. To provide an understanding that some jobs in the Environment cluster do not deal 100% with the field of Environment.
5. To provide the opportunity for students to associate certain environment jobs with the people they know who work in the occupations.

B. Suggested Teaching Activities:

1. Use the cluster poster to show the many jobs related to environment and the three levels of occupations in Environment.
2. Discuss the different educational requirements of various occupations under each level.
3. Bring in guest speakers with occupations in Environment.
4. A surveyor is listed in the Environment cluster, but is also listed in the Construction cluster. Discuss in class some jobs that are offered in the environment field.

C. References:

1. D.O.T. (Dictionary of Occupational Titles) Volume I, Definition of Titles, 1965, 3rd Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402.

2. Occupational Outlook Handbook, 1972-73 Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

ENVIRONMENT

PLANT ECOLOGIST

Johnny Appleseed
APPLE SEED

PEST CONTROL TECHNICIAN

STUDENT SECTION - UNIT 16: ENVIRONMENT CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Select 10 environment occupations from a list of 30 various occupations.
2. Name two occupations under each occupational level.
3. Name the three education requirements one must meet to obtain a job on any of the three occupational levels.
4. List at least five occupations not dealing 100% with the field of environment, but related in some way.
5. Match five occupations to persons who work in environment occupations in the local area.

B. Pretest:

Choose the correct answer(s):

1. Select the job located in the environment field (a) mining engineer (b) home economist (c) county agent.
2. One of the occupational levels is (a) janitorial work (b) high school education or more (c) agriculture courses.
3. The number of education requirements that must be met are (a) 1 (b) 4 (c) 3.
4. The type of training a forester needs is (a) vocational school (b) college degree or more (c) less than high school.
5. The job that does not deal entirely with environment is (a) landscape architect (b) fire ranger (c) gamekeeper.
6. A forestry aide must have (a) college degree or more (b) less than high school (c) high school education plus training.
7. A job located on the occupational level requiring a college degree or more (a) aquatic biologist (b) park foreman (c) sewage plant operator.
8. An exterminator can be grouped with the Environment cluster and (a) Fine Arts (b) Personal Services (c) Marine Science.

ANSWERS: 1.a, 2.b, 3.c, 4.b, 5.a, 6.c, 7.a, 8.b

C. General Information:

Are you interested in your environment? If you are, then a career in working to save the environment may be just what you want. There are many kinds of jobs related to the environment -- jobs in science, medicine, law, teaching, road building, etc.

Some of the jobs in the Environment cluster are architects, gardeners, foresters, scientists, clerks, and forest rangers. These are just a few of the numerous jobs available in this field.

In this cluster, as in other clusters, there are varying work levels that require different levels of education. For example, to be an architect you need a college degree, but to be a gardener you only need some experience in working with plants. There are three work levels: a college degree or more; a high school education, plus training; and less than a high school education.

The extent of education varies with each work level, but there are three main education requirements that must be met for each level. They are that you have the needed skills, the needed high school courses, and the correct training needed for the job.

When trying to group occupations into a cluster, it sometimes happens that one job can fit into a different cluster also. For example, in the Environment cluster a marine biologist is mentioned, but this occupation is also listed in the Marine Science cluster. This occupation is important in both clusters and so it does not deal entirely with one particular cluster.

As was mentioned earlier, there are many jobs related to the environment. Can you think of someone whose occupation is working to save the environment?

D. Review:

1. What are some jobs in the environment field?
2. What are the different levels of education needed for different occupational levels?
3. What are the different occupational levels of jobs?
4. What determines the educational requirements that must be met before one can get a job in the environment field?
5. What are some jobs not entirely related to environment but which are a working part of environment?

E. Post-Test:

Same as pretest.

UNIT 16A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE ENVIRONMENT CLUSTER

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the students with the opportunity to understand the importance of the occupations within the Environment cluster to our economy.
2. To help students become aware that some occupations in the Environment field are becoming more mobile. Many factors determine the location of these jobs.
3. To help students gain an understanding of the meaning of job trends, occupational outlook, and how developments of this type can affect him in planning his future.
4. To help students gain an understanding of what the physical and job-entry skill requirements, and nature of work consists, in order to know what things are required in pursuing a career in Environment.
5. To provide an understanding of the wide range of working conditions and environmental conditions which people take into consideration in choosing an Environment occupation as a career.

B. Suggested Teaching Activities:

1. Take field trips to places concerned with Environment; such as, a sewage plant, a fire tower and lookout, or a greenhouse. Notice the working conditions under which people work, and the nature of their work.
2. Interview a person working in the environment field, such as a forest ranger or a botanist. Report to the class their feelings regarding their jobs and the type of environment and working conditions.
3. Have students construct a chart on job trends and outlook on Environment in your area. Also show job-entry requirements and show the training needed for various jobs in the Environment cluster.
4. Have students demonstrate tools and equipment used in the different jobs in the Environment cluster; for example, testers to detect water and air pollution, or devices used to test soil consistency.
5. Have students display various uniforms of people working in environment occupations.
6. Use cassettes, filmstrips, and films on different jobs in the Environment cluster.
7. Invite guest speakers who perform jobs in relation to the environment.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), 1965 3rd Edition, Superintendent of Documents, U. S. Printing Office, Washington, D.C. 20402.

2. Occupational Outlook Handbook, 1972-73 Edition, Superintendent of Documents, U. S. Printing Office, Washington, D.C. 20402.

3. Annual Manpower Planning Report, Arkansas Employment Security Division, Little Rock, Arkansas.
4. "Career Education Clusters," Westinghouse Learning Corporation, 100 Park Avenue, New York, New York 10017.
5. "The Conservation of Our Resources," Eye Gate, Jamaica, New York.

STUDENT SECTION - UNIT 16A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE ENVIRONMENT CLUSTER

A. Student Behavioral Objectives:

Upon completion of the unit the student will be able to:

1. List five specific environment occupations in the immediate area where he lives.
2. Name the importance of five environment occupations and agencies that are common to his area.
3. Describe the type of working habits needed for five jobs in Environment.
4. Define mobility and explain on paper why some occupations in environment are becoming more mobile.
5. Give the trends and the outlook for the environment field.
6. List the entrance requirements and training opportunities for at least two environment occupations.
7. Give the working and environmental conditions for two environment occupations in his area.

B. Pretest:

Choose the correct answer(s):

1. One job related to the environment located in the immediate area (a) oceanographer (b) forest ranger (c) policeman.
2. An occupation related to environment that is mobile is (a) geologist (b) septic tank serviceman (c) park foreman.
3. The outlook of a job consists of (a) employment opportunity (b) trends (c) attitudes.
4. The trend of a job means (a) the current direction in which it is moving (b) mobility (c) environmental conditions.
5. Personal requirements include (a) personality (b) your physical state (c) aptitude.
6. Job-entry requirements include (a) the legal age for working (b) the number of hours to be worked (c) the specific labor laws to be observed.
7. The working conditions of a job tell that the job will be (a) seasonal (b) in the country (c) possibly hazardous.
8. Environmental conditions mean that the job will be (a) inside or outside (b) hot or cold (c) well paying.
9. The physical requirements for working in the environment field are (a) physically strong (b) mentally stable (c) extremely tall.

ANSWERS: 1.b, 2.a, 3.a,b, 4.a, 5.a,b,c, 6.a,b,c, 7.c, 8.a,b, 9.a,b

C. General Information:

Today, there are many harmful manmade outside forces working against our environment. To help combat these harmful outside forces are the people who are working to save our environment. These people are working against water and air pollution, working to get rid of harmful pests, and working to help people learn better use of their environment.

To learn more about the environment in order to pass on to others the best use of it, the environmental scientists have become mobile in respect to moving from area to area to learn of different insects, different soil compositions, and to study different degrees of water and air pollution. There are many factors determining the reason and location for jobs in environment.

In many jobs the trend may be moving in a negative direction in view of the fuel shortage, but the environmental jobs will most probably continue in a positive direction. The trend of a job is an important factor in choosing an occupation. If it is a negative one, then the job could possibly be short-lived, or temporary in nature.

Not only knowing the direction of the trends and developments of a job are important, but also understanding what the physical and job-entry requirements are and the nature of the work. For working in Environment, the nature of the work would be that you could either be outside or in the laboratory. Job-entry requirements indicate that you need a good background in science. If you like being outside, then you would have to be physically fit. If the lab is where you want to work, then your physical stamina might not have to be so great.

In working with the environment, you have a choice of many working conditions and environmental conditions. For example, a weatherman works in all kinds of weather. He may sit and monitor a tornado that is very close in order that people may be informed of what to do. A geologist may possibly stay camped out for weeks while studying rock formations, or a pollution control technician may spend his time in an industrial laboratory working on regulatory controls.

When choosing a job these are important factors to consider. It seems that the occupations in this cluster give one a variety of choices for both working and environmental conditions.

D. Review:

1. Why are occupations in Environment important to our economy?
2. What impact does population change have in employment trends in Environment occupations?
3. What effect does modern technology have on the creation of new Environment occupations? Eliminating some?
4. What is the occupational outlook for Environment occupations in your state? Are there any present related newspaper articles?
5. What are the advantages and disadvantages of jobs that are highly mobile?
6. What are the entrance requirements for most jobs in Environment?
7. Have the trends in the Environment occupations been positive or negative?

E. Post-Test:

Same as pretest.

UNIT 16B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN ENVIORNMENT SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on two specific occupations within the Environment cluster.
2. To guide students in assessing information on selected occupations in light of their own personal needs, aptitudes, and preferences.
3. To develop proper techniques for making sound and wise vocational choices.
4. Have students record resources used and evaluate the accuracy of information found. (See Appendix I.)

B. Suggested Teaching Activities:

1. Provide students with the forms to collect occupational information.
2. Have students select occupations they wish to research within the Environment cluster; have them record the information on the form, Guide for a Systematic Study.
3. Guide the student in writing a tentative favorable or unfavorable decision, giving reasons based on the major factors they considered.

C. References:

1. D.O.T. (Dictionary of Occupational Titles) Volume 1, Definition of Titles, 3rd Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402.

2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402. 1972-73 Edition.

3. "Social Problems of Our Environment," Eye Gate, Jamaica, New York (6 filmstrips - 3 cassettes).

4. Chemists/Physicists (American Occupations) Baker and Taylor Company, Audio Visual Services Division, Box 230, Momence, Illinois 60954.

5. Jobs that Save Our Environment, Melvin Berger, Lothrop, Lee and Shepard Company, New York

STUDENT SECTION - UNIT 16B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN ENVIRONMENT

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Show information gathered on two occupations within the Environment cluster.
2. Give basic reasoning why the two occupations researched are favorable or unfavorable career choices.
3. File completed information forms in notebook for later reference.

B. Pretest:

Place T before each item that is True, and F before each item that is False.

( ) 1. There are important factors that one should consider in choosing an occupation.

( ) 2. A person's physical health is an unimportant factor in choosing a job in Environment.

( ) 3. A wise job choice can be made without much exploration into various jobs.

( ) 4. You should check into working conditions of a job before taking the job.

( ) 5. If you do not have the correct training for a job, that means you cannot obtain it.

( ) 6. If your attitude toward a job is poor, you should explore an alternate occupation.

( ) 7. Being irregular in attendance hurts the company you are working for and you.

ANSWERS: True - 1,4,6,7 --- False - 2,3,5

C. General Information:

Exploring all aspects of a job before making a choice is the wise thing to do. In studying the Environment cluster you have learned important factors to consider in making a wise job choice. Some of these are the working conditions, environmental conditions, positive or negative trends and others.

Now is the time to choose two specific occupations and do research on them in detail using what you have already learned to help you. To keep your information uniform you can use the "Guide for Collecting Occupational Information" furnished by your teacher.

In doing research on your occupations, consider all sources of information. Some of these are printed materials, audio-visual materials, knowledge gained from field trips, guest speakers and hands-on activities. If more information is desired from any of the sources, you may check with the teacher for other possibities.

One of the jobs you explore should be your first job choice and the other one should be your alternate choice.

D. **Review:**

1. What factors do you consider to be more important about the occupation?

2. Can your disqualifying factors, if any, be overcome in an Environment job you prefer?

3. What can be done to overcome these factors?

4. If disqualifying factors for one specific job in the Environment field cannot be overcome, what should one do?

5. What are some requirements that must be met to get a job?

6. What types of information sources should be used in researching a job possibility?

E. **Post-Test:**

Same as pretest.

Transportation

UNIT 17. CLUSTER: TRANSPORTATION

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

184.168	Supervisor, Terminal	193.188	Navigator
184.168	Terminal-Service Agent	184.168	General Agt., Operations
913.138	Cable Supervisor	909.128	Safety Engineer
919.228	Bus Instructor	910.137	Road Foreman of Engines
196.168	Airline Pilots	914.132	Station Engineer, Chief

Level 2: High School Graduate or More

905.883	Truck Driver	193.168	Air Traffic Control
187.168	Superintendent, Maintenance	910.383	Locomotive Engineer
219.368	Taxi Floor Man	901.138	Driver Supervisor
909.137	Truck Foreman	255.258	Traffic Agent
912.488	Traffic Rate Clerk	862.131	Pipeline Foreman

Level 3: Less than High School

905.887	Truck Driver Helper	912.887	Airport Maintenance Laborer
915.867	Auto Station Attendant	910.887	Switch Tender
913.463	Taxi Driver	919.687	Checker
914.884	Tire Repairman	910.887	Lampman
357.878	Porter, Baggage	914.584	Line Walker

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the student with a knowledge of the kinds and relationships of jobs in a particular field of Transportation.
2. To make a student knowledgeable that occupations with higher and lower entry levels demand workers with varying educational accomplishments.
3. Provide students with an understanding that a difference exists between education and training for a job in Transportation.
4. To provide the student with a thorough overview of the occupations within the Transportation cluster.

B. Suggested Teaching Activities:

1. Take some representative jobs from the cluster of Transportation and explain the difference in amount of education and training needed for each occupation.
2. With a poster, booklet, or handbook, show the student the educational level usually required for entry to a particular job in Transportation.
3. Invite a person working in the field of Transportation to class and let him explain the varying amount of education and training needed in the different jobs with his company.
4. Use visual media to show and tell the different occupations and their requirements in educational standards.

C. References:

1. Handbook of Job Facts, 5th Edition, S.R.A., Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

2. Occupational Outlook Handbook, 1972-73, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. $6.25)

3. D.O.T. (Dictionary of Occupational Titles), Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

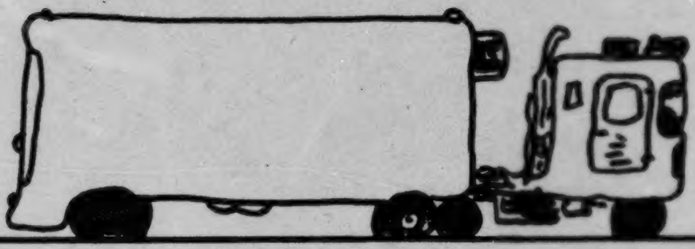
4. Occupational Exploratory Kit, Science Research Associates, Chicago, Illinois

5. *Filmstrips and Cassettes*

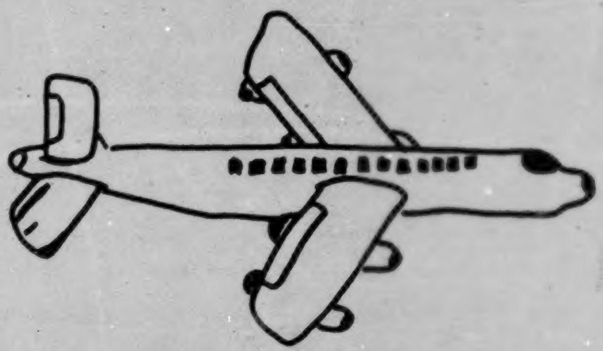
"The Long Haul Truck Driver," "The Automotive Mechanic," "Counseling in Vocational Decisions," Society for Visual Education, Chicago, Illinois.

MODES OF TRANSPORTATION

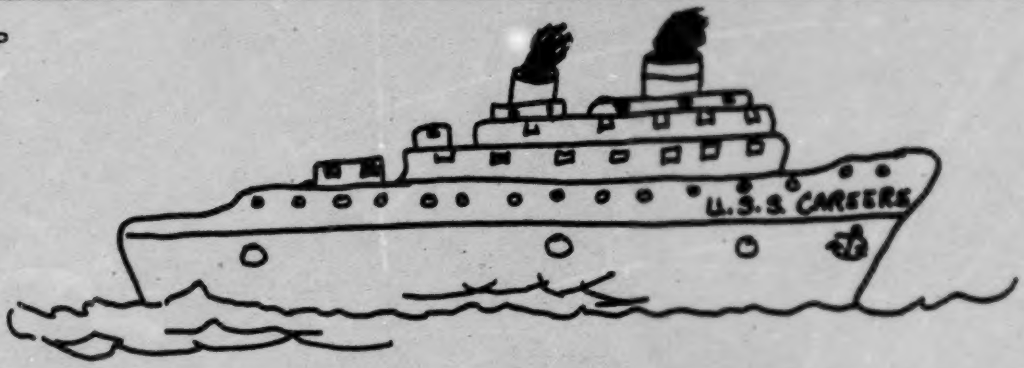
1. TRUCK



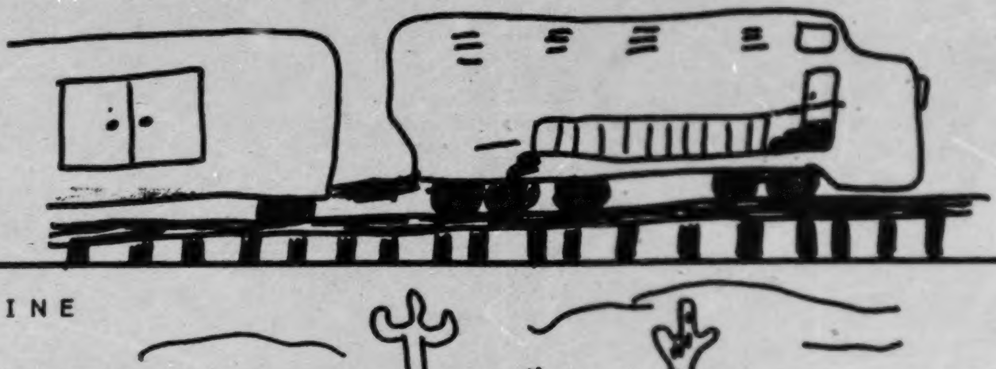
2. PLANE



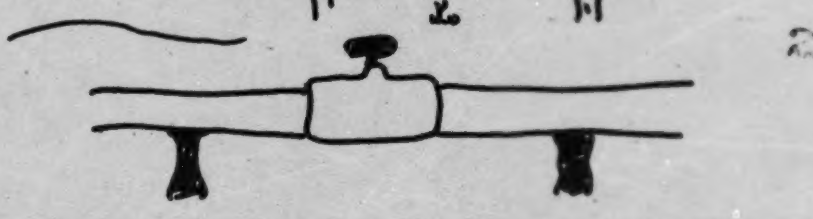
3. SHIP


U.S.S. CAREERS

4. RAILROAD



5. PIPELINE



STUDENT SECTION - UNIT 17: TRANSPORTATION CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Properly distinguish the difference between training and education.
2. Know the amount of training and experience needed to make promotions from one job level to another in a particular occupation of his choice in Transportation.
3. Know the amount of education required to get a job and make promotions from one job level to higher levels in a particular job of his choice.
4. List 10 occupations in Transportation --- two from each of the three levels.

B. Pretest:

1. List 10 jobs in the field of Transportation.
2. Of the jobs listed, how many would require a college degree? A high school diploma? No high school diploma?
3. What could be considered education for an occupation in Transportation?
4. What could be considered training for an occupation in Transportation?
5. Should you have both training and education to get a job in Transportation? Explain.

C. General Information:

Transportation can be defined in different ways, such as a public conveyance of passengers or goods as a commercial enterprise. Not only wheeled vihicles on the land, but airplanes in the air and ships on the sea are busy transporting goods and people. Pipelines transport liquids, such as gas and water. Our country would be comparatively idle without the efort of people in Transportation all working together. Tugboat hands, dock workers, flight engineers, pilots, mechanics, drivers of busses, trucks and taxies, train engineers, brakemen and conductors all see that goods and passengers move quickly and safely. Automobiles alone provide thousands of jobs for people who build and service them.

In the air, on the sea, across miles of pipelines, tracks and roads, men and women are being educated and are using on-the-job training to perform important and exciting work.

Transportation deals with a mass of occupations demanding all different types of educational backgrounds. There are occupations for those with a college degree and training in all forms of the transportation industry. Jobs are available for those with college degrees and no prior experience. Many thousands of occupations are filled by high school graduates, with or without prior experience in a respective field of work. There are certain jobs available for people without a high school education.

It has been stated that people with all levels of educational backgrounds are employed in the transportation industry; however, the amount of education usually specifies at what level a person may start. Then it is usually a combination of education and on-the-job training that determines the length of time a person will remain at a position before being advanced to a higher-level job. A person generally must have on-the-job training and experience with a good educational background to obtain jobs with responsible leadership.

Many forms of transportation exist: highway, rail, airline, pipeline and water transportation, all employing thousands of workers, drivers, pilots, captains, clerks, and executives in all phases of the industry. A student interested in transportation as a career possibility should examine carefully all of the possibilities before deciding. He should consider the favorable aspects as well as the unfavorable ones. A career in the transportation field can be very rewarding for those interested who have the desire to learn and work.

D. Review:

1. Education, in this unit, is discussed with students as the background in general education such as math, English and the sciences.
2. Training refers to the amount of on-the-job training and experience a person obtains while employed.
3. Different occupations demand varying levels of education and training. For instance, one job may require more education than training, whereas another job may require more training than education.
4. The student should be knowledgeable of the education needed to obtain employment in various occupations.

E. Post-Test:

Same as pretest.

UNIT 17A: GENERAL FACTORS TO BE CONSIDERED ABOUT TRANSPORTATION

TEACHER SECTION:

A. Teacher Objectives:

1. To provide actual and/or simulated experiences in the world of Transportation, and to broaden the student's knowledge of career opportunities.
2. To provide for student awareness of the entrance requirements of occupations in Transportation.
3. To help students gain an understanding of the relationship between physical requirements and occupational opportunities.
4. To assist students in understanding working conditions and environment that must be considered in choosing an occupation as a career.
5. To provide understanding that the transportation industry keeps the economy on the move.

B. Suggested Teaching Activities:

1. Invite a truck driver, terminal amanger, or some other person involved in transportation to speak about his occupation and others.
2. Plan appropriate field trips to a truck terminal, train depot, or bus station to observe how the functions of transportation operate.
3. Have students contribute certain feasible real materials for display purposes, such as: driver log book, freight tickets, baggage claims, bus, train and plane passenger tickets, and other materials related to an occupation.
4. Assign interested groups of students to explore the factors to be considered concerning Transportation and make reports about the findings to others in the class.
5. Have a group of interested students collect various toy cars and trucks to show changes in the industry. Assign another group to do the same with toy trains, planes, or ships. This will help students to better understand changes in the field of transportation.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. ($6.75).
3. Handbook of Job Facts, Science Research Associates, Chicago, Illinois.
4. Occupational Exploratory Kit, Science Research Associates, Chicago, Ill.
5. Widening Occupational Roles Kit, Science Research Associates, Chicago, Illinois.
6. "The Story of Transportation," Eye Gate House, Jamaica, New York (set of 10 filmstrips and cassettes)
7. "Truck 3906," Modern Talking Pictures, Callas, Texas (16mm color film - 28 minutes).

STUDENT SECTION - UNIT 17A: GENERAL FACTORS TO BE CONSIDERED ABOUT TRANSPORTATION

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Do an actual act or duty of a worker in a particular occupation in the area of transportation, to completeness as judged by instructor.
2. Name three different modes or types of transportation in your area, explain the function of them, and the importance to the local economy.
3. Explain how supply and demand affect the mode of transportation you are interested in, as judged accurate by the teacher.
4. Give the trend and outlook for three types of mobile transportation, and be able to give basic reasons for the trend of each.
5. Explain the working conditions of three occupations in transportation, one of your choice and two selected by you and the instructor.

B. Pretest:

1. By what means did you arrive at school today?
2. How did the food at the cafeteria get there?
3. Why are larger cities usually located near waterways?
4. What are some of the limiting factors usually considered by industry in selecting location sites?
5. List the general requirements for five mobile careers in transportation such as physical, job-entry, and skill requirements.

C. General Information:

When you think of transportation, such phrases as *"on the go"* or *"on the move"* should come to mind. The food you eat and the clothes you wear are delivered by trucks or some other form of mobile transportation. From the fields of the producers to the processors, to the markets and stores, all items of merchandise, all materials, are delivered by ship, truck, train, plane, or pipeline.

Transportation is of great importance to the overall economy of the United States. Most of the goods and products of the United States are manufactured in the large metropolitan areas of the country and must be widely transported to meet the ever-increasing demands of the consumer. Raw materials must be hauled in and finished products must be moved out. Transportation assists greatly in keeping the economy in balance all across the country, from small rural areas to the larger cities. One of the chief factors a manufacturer takes into consideration before locating a new plant, is the availability of transportation facilities.

The occupation a person chooses in the transportation field determines the amount and degree of physical requirements of the individual. For example, the long-haul truck driver must be in good physical condition with visual impairment no greater than 20/40; should have a high school diploma or equivalent; and should be about 25 years old with two or three years of driving experience. States vary with respect to licensee age, but, generally, it ranges from 18 to 25 years for a commercial driver's license. It is well to note that every company has different policies concerning the drivers they hire.

Virtually every job has advantages and disadvantages, but some occupations seem more fitted to one person than another. That is why all factors should be considered before making a decision. Some jobs will demand that you are away from home at varying times and for uncertain durations, while others will not. Some jobs will demand excellent physical condition; whereas, others will require not more than ordinary good health. Every company will have a different policy concerning requirements.

With increased growth in the United States, and worldwide demands increasing each year, the outlook for people interested in the transportation field as a vocation is very good. The industry is expanding with new jobs. New means and methods of transportation are being used to move goods.

D. Review:

1. The food we eat and the clothes we wear are transported by some means of transportation.
2. Five different forms of transportation are boat, train, plane, truck, and pipeline.
3. In the United States, most goods and products are manufactured in the larger cities and must be transported to smaller towns and rural areas.
4. One of the greatest factors contributing to the locating of a new industry, is the availability of different means of transportation.
5. A student should relate his physical capacities to those required in the occupation.
6. With increased growth and production in the United States and new ways and means of transporting people and products, employment possibilities in this industry look good for the future.

E. Post-Test:

Same as pretest.

UNIT 17B: COLLECTING INFORMATION FOR TWO OCCUPATIONS IN TRANSPORTATION SELECTED BY THE STUDENT.

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information, using as many different sources as available, in the Transportation cluster.
2. To provide sufficient time to explore two occupations of his choice within the Transportation cluster and to make a favorable or unfavorable decision, based on the factors considered.
3. To guide students in the use of materials, kits, media, and hands-on activities that can be provided in the Transportation cluster; and guide them in ways of assessing occupational information.

B. Suggested Teaching Activities:

1. Provide student with standard form (Appendix I) to collect occupational information.
2. Student should select two occupations in the transportation field, research complete information, and make a tentative favorable or unfavorable decision in his notebook.

C. References:

1. Handbook of Job Facts, 5th Edition, Science Research Associates, Chicago, Illinois.

2. Occupational Outlook Handbook, 1972-73, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

3. Occupational Exploratory Kit, Science Research Associates, Chicago, Illinois.

STUDENT SECTION - UNIT 17B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN TRANSPORTATION

A. Student Behavioral Objectives:
Upon completion of this unit the student will be able to:
1. Give five reasons why he selected the two occupations researched.
2. Rate his sources according to the amount of helpful information concerning items in question.
3. Make a favorable or unfavorable decision regarding an occupation.
4. Relate and be knowledgeable of materials recorded in notebook concerning facts about the two occupations in transportation.

B. Pretest:
Define the following terms or statements or give examples of them in transportation jobs.
1. Job duties of an occupation, first choice.
2. Job duties of an occupation, second choice.
3. Name at least three sources that you can use in gathering information about occupations in Transportation.
4. Name six steps of the decisionmaking process.
5. Define the term *decision-point*.
6. Define the term *clarification* in relation to decisionmaking.

C. General Information:

Information for occupational analysis can be collected in numerous ways: interviews with people doing the job; printed materials as "Occupational Outlook Handbook", and "Handbook of Job Facts," and various types of kits and booklets. Many types of recordings and cassette interviews are available, along with filmstrips concerning all forms of occupations. Sound motion picture film (16mm) is available free through many companies and agencies. Much effort should be applied in gathering all forms of information and materials relating to the selected occupations.

As a student you should consider all factors concerning the occupation and explore them seriously. Factors such as working conditions, duties and responsibilities, education needed, skills needed, personal requirements, salary, fringe benefits, and location of job. All of these factors and many more should be considered in selecting or rejecting a career possibility.

If you feel you have reached a decision-point concerning an occupation, follow these six steps to evaluate your information: decision-point, exploration, evaluation, choice, clarification, and action. You should have no problem in making a decision.

D. Review:
1. Information for occupational analysis can be collected in what ways?
2. What are the factors to consider in the study of occupations?
3. What steps should you follow to make a decision regarding an occupation?

E. Post-Test: Same as pretest.

Business
and
Office

UNIT 18. CLUSTER: BUSINESS AND OFFICE

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

160.188	Accountant
160.188	Cost Accountant
162.158	Purchasing Agent
163.118	Manager, Sales
020.188	Financial Analyst
164.118	Advertising Manager
168.168	Manager, Credit and Collection
169.168	Manager Electronic Data Processing
012.168	Systems Analyst, Business
020.188	Financial Economist
090.118	Financial-Aids Officer
186.118	Bank President
186.118	Bank Vice-President
160.188	Bank Auditor
249.368	Insurance Inspector
241.168	Insurance Adjuster (Claims)
250.258	Insurance Salesman
219.488	Insurance Checker
250.388	Real Estate Salesman
191.287	Real Estate Appraiser
169.388	Real Estate Escrow Clerk
249.388	Real Estate Location Writer

166.228	Director, Sales Education
166.008	Job Analyst
166.268	Employment Interviewer
166.118	Director, Industrial Relations
166.118	Manager, Personnel
050.088	Marketing Research
161.268	Manager, Clerical Technician
162.188	Purchase-Price Analyst
020.168	Programmer, Chief, Business
020.188	Programmer, Business
160.188	Accounting Manager
160.188	Accountant, Budget
160.188	Accountant, Property
160.188	Accountant, Certified Public
160.188	Accountant, Junior
160.188	Accountant, Tax
165.068	Public Relations Worker
186.118	Director, Educational
620.068	Organizational Methods Examiner
106.188	Personnel Relations Administrator
166.085	Personnel Technician
199.187	Personnel Monitor
166.188	Position Classifier

Level 2: High School Graduate or More

211.138	Money-Room Man, Head
211.138	Supervisor, Cashiers
212.138	Teller, Head (Banking)
219.138	Cost & Sales Record Supervisor
213.138	Supervisor, Machine Records Unit
208.138	Transcribing Operator
209.138	Stenographic-Pool Supervisor
219.388	Insurance Clerk
168.268	Insurance Examiner
237.368	Receptionist

235.138	Central-Office Supervisor
231.138	Mailing Supervisor
233.138	Foreman, Mails
223.138	Stock, Supervisor
239.138	Telefax Supervisor
223.138	Supervisor, Assembly Stock
166.168	Benefits-and-Service Records
219.488	Accounting Clerk
210.388	Bookkeeper
213.588	Data Typist
202.388	Court Reporter

Level 3: Less than High School

210.388	Billing Control Clerk
210.588	Insurance Clerk
211.368	Cashier
211.468	Teller
215.388	Bookkeeping-Machine Operator
215.488	Payroll Clerk
216.488	Adding-Machine Operator
213.382	Card-Tape-Converter Operator
213.582	Key-Punch Operator
207.782	Duplicating-Machine Operator
207.885	Stencil-Cutter Operator
206.388	File Clerk
219.388	C.O.D. Clerk
219.488	Deposit Refund Clerk
219.588	Posting Clerk
209.388	Statement Clerk (Banking)
209.488	Invoice-Control Clerk
209.588	Addresser
209.687	Address-Place Inserter
213.582	Console Operator
213.382	High Speed Print Operator
020.188	Data-Reduction Technician
233.387	Tape Librarian
213.382	Card-to-Tape Converter Operator
213.885	Sorting-Machine Operator
213.782	Tabulating-Machine Operator
219.388	Tax Clerk
216.388	Bank-Reconciliation Clerk
231.588	Mail Clerk
239.588	Router
219.368	Order Clerk
230.878	Messenger
219.388	Timekeeper
204.288	Correspondence Clerk
204.388	Sales Correspondence
234.885	Envelope-Sealing Machine
230.878	Office Boy
237.368	Appointment Clerk
249.368	Credit Clerk
249.388	Compiler
221.388	Order Detailer
222.138	Shipping Clerk
222.387	Reciving Clerk
205.368	Personnel Clerk
201.268	Social Secretary
201.368	Legal Secretary
201.368	Secretary
202.388	Stenographer
203.588	Typist
240.368	Repossessor
249.388	Credit Authorizer
249.368	Deposit Clerk

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the student with an overview of the occupations within the Business and Office cluster.
2. To provide the student with a realization that this cluster of occupations has varying levels for the abilities of the worker and that the worker will need varying levels of formal education and/or vocational skill.

B. Suggested Teaching Activities:

1. Using the breakdown of the various levels listed above, let students name jobs which would fall under each category and list these on the board.
2. After students have named all jobs with which they are familiar, add additional jobs to their list. Show film from the State Department of Education (No. 6481) "Careers in Business and Office Occupations."
3. Let students name individuals they may know personally who work in the various Business and Office jobs.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $6.75
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
3. An Analysis of the 15 Occupational Clusters Identified by the U. S. Office of Education (Contact Dr. Theodore M. Vestal, Director Coordinated Effort for Career Education, Grayson County College, P.O. Box 979, Denison, Texas 75020).
4. Film (No. 6481) "Careers in Business and Office Occupations," free loan from the Film Library, Department of Education, Arch Ford Education Building, Little Rock, Arkansas 72201.
5. Occupational Exploration Kit, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
6. Encyclopedia of Careers, William E. Hopke, Doubleday and Company, Inc. Garden City, New York (free).

BUSINESS AND OFFICE

ACCOUNTING

This area is the science, art or system of keeping, analyzing and explaining records.

- Manager
- Cost Accounting
- Certified Public Accountant
- Systems
- Statistician
- Machine Accounting

COMPUTER

This area involves the electronic method of storing, calculating, correlating, and selecting data of a specific nature.

- Programmer
- Key Punch Operator
- Clerk
- Data Typist
- Console Operator

SECRETARIAL SCIENCE

This area is the specialization of keeping records, taking dictation, composing, editing and creative writing.

- Legal Stenographer
- Court Reporter
- Court Clerk
- Medical Stenographer

MANAGEMENT

This area is the coordination of planning, directing and controlling the activities of personnel.

- Executive
- Supervisor
- Methods Examiner
- Manager (Owner)
- Teacher
- Public Relations

PERSONNEL

This area involves the functions of recruiting, interviewing, hiring and record keeping during the working career of an individual

- Clerk
- Counselor
- Technician
- Investigator
- Administrator
- Recruiter

FINANCE-INSURANCE-REAL ESTATE

Finance is the science of managing money. Insurance is the function of insuring against loss. Real estate is the land, and what is erected, growing or affixed to the land and transactions involved in these functions.

Finance	Insurance	Real Estate
Analyst	Attorney	Broker
Bank Personnel	Examiner	Salesman
Auditor	Actuary	Clerk
Counselor	Clerk	Escrow Clerk
Teacher	Teacher	Appraiser
		Teacher

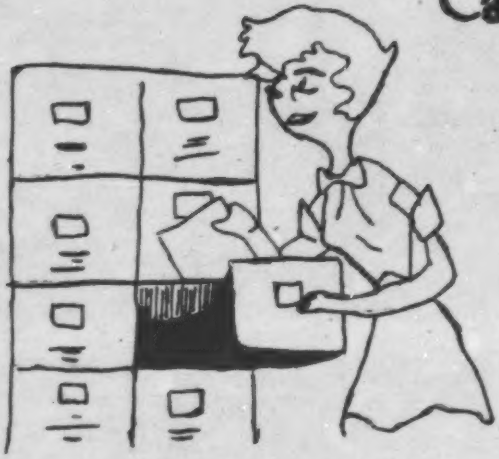
OFFICE (CLERICAL)

This area is the office and clerical duties not requiring knowledge of systems or procedures.

- Clerk
- Typist
- Receptionist
- Timekeeper
- Business Machine Operators
- Router

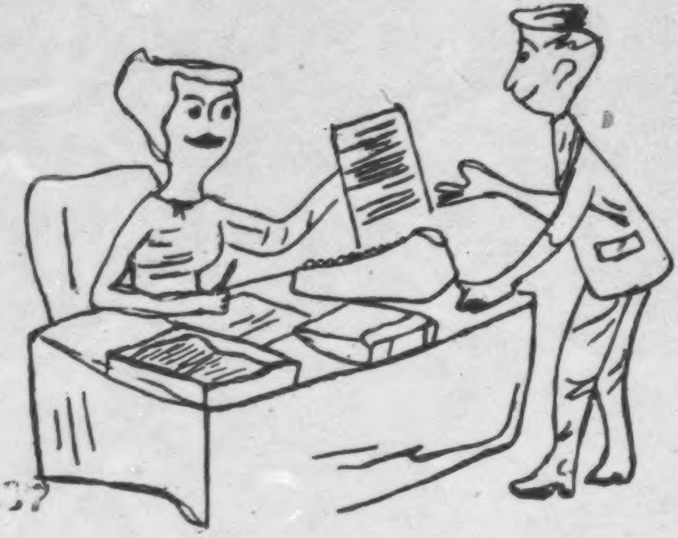
What Job Do I Want...?

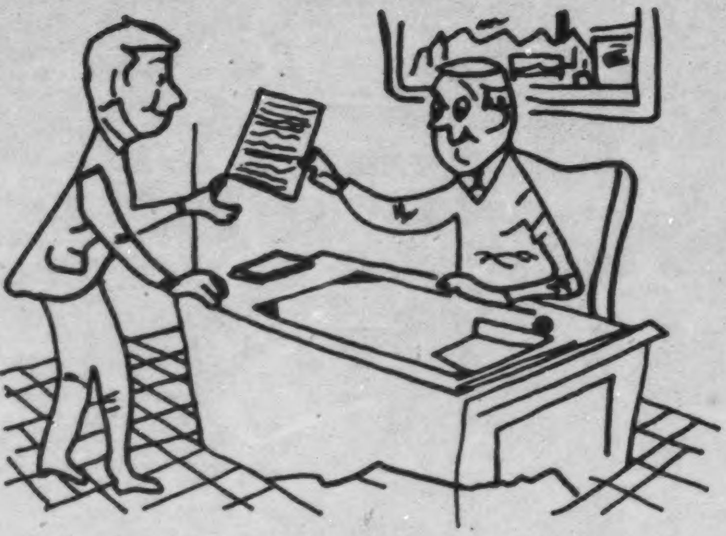
Here are just a few of the many jobs in the Business and Office area...
Can you name more?



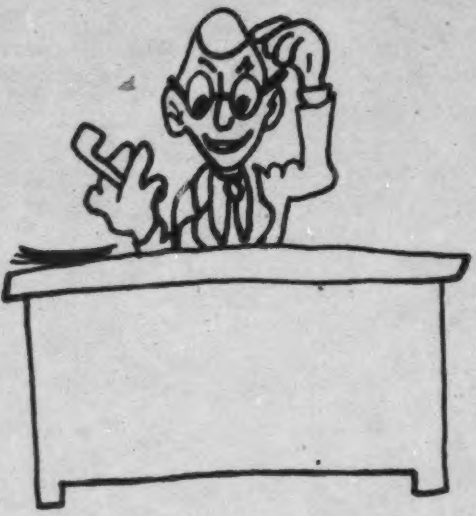
File Clerk

Bookeeper

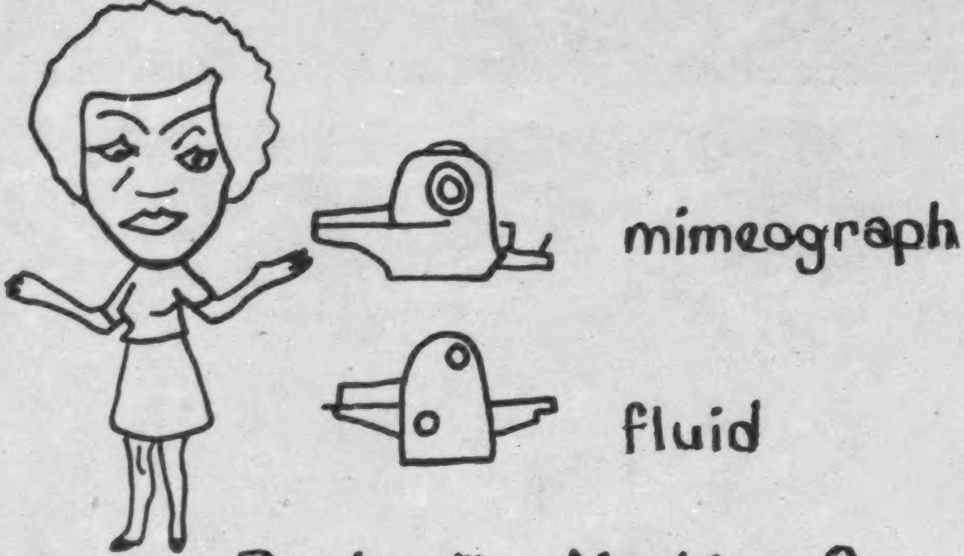




Male Secretary

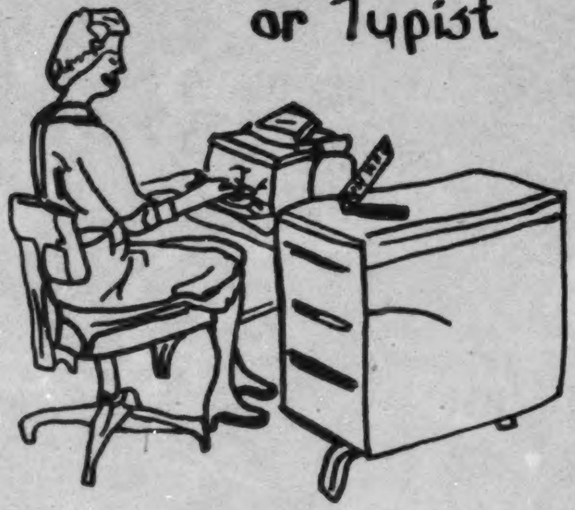


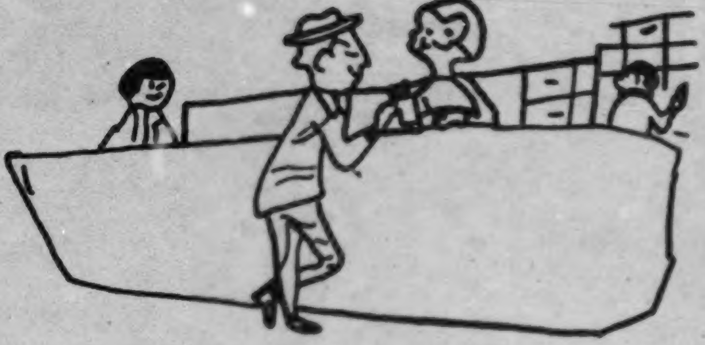
Office Manager


mimeograph
fluid

Duplicating Machine Operator

Secretary or Typist





Bank Teller

WOW!

These jobs are great!
Now I know
what I want to be!

Do you?

STUDENT SECTION - UNIT 18: BUSINESS AND OFFICE CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Name the three educational requirements of the three levels, and one occupation for each level.
2. Identify one person he knows personally who works in an occupation in this cluster.
3. Identify five kinds of organizations or businesses that employ office workers.

B. Pretest:

1. Identify from the following list, jobs that are in the Business and Office cluster by placing a "B" in the blank beside the job.

_____Typist
_____Accountant
_____Artist
_____Secretary
_____Bank Teller
_____Veterinarian
_____Biologist
_____File Clerk
_____Stenographer
_____Office Manager

2. Name the three educational requirements of the three levels and name one occupation for each level.
3. Identify two people you know who works in a Business or Office job and explain briefly what they do.
4. Name five kinds of organizations or businesses that employ office workers.

C. General Information:

The Business and Office cluster has three different levels that require different levels of education. People differ in their desire to meet the different educational requirements.

All jobs within the cluster will fall under one of the three levels, depending on the amount of education and training needed for each job.

Jobs in Level 1 require the most education and training. College, and perhaps graduate school, is required to enter a job on this level.

Jobs in Level 2 require that you have a high school diploma or some special training and perhaps some college education.

Finally, jobs in Level 3 require less than a high school education and some training in an apprenticeship program or a special school.

As you learn more about the modern office, you will see that it is an important part of every organization. It serves as the memory of the organization through the records it keeps. It is the communications center. The flow of information to and from an organization is an important function of the office. This means that telephone calls must be handled quickly and efficiently, that mail must be opened and distributed promptly, and that information for the general public must be presented accurately and attractively.

Among the major tasks of business and office workers are the following: producing mailable letters, processing data, processing mail, maintaining records, greeting people, using the telephone, photocopying and duplicating business papers, preparing business reports, purchasing and selling and controlling inventories, performing financial duties, and supervising and managing many types of businesses and office workers.

There are many kinds of office positions. Each has its own qualifications, and persons with special interests and talents will find some more appealing than others.

The freedom to choose an occupation is one of the privileges of living in a democracy. This places upon you a serious responsibility, but it also affords you a tremendous opportunity.

D. Review:

1. Name five jobs that would fall into the Business and Office area of work.

2. Name the educational requirements of each level.

3. Name one person you know who works in the Business and Office field and tell something about his job duties and responsibilities.

E. Post-Test:

Same as pretest.

UNIT 18A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE BUSINESS AND OFFICE CLUSTER

TEACHER SECTION:

A. Teacher Objectives:

1. To provide opportunities for the students to understand the relationship of the following factors within the cluster:
    a. The importance of the occupation within the cluster to our economy.
    b. The geographical location and mobility of occupations within the cluster.
    c. The employment trends, outlook, and cause for them in these occupations.
    d. The physical requirements, job-entry requirements, skill requirements, and nature of the work.
    e. The general working conditions and environmental conditions of these occupations.

B. Suggested Teaching Activities:

1. Write a very elementary shorthand sentence on the board. Develop a short activity and introduce shorthand for one period. Let the students write the symbols you introduce.
2. Conduct a class discussion on the importance of office workers and business personnel to the operations of our economy. For example, if there were no secretaries to type letters and other forms of communication, if there were no people to program and run computers, and if there were no office managers or professional business managers to conduct orderly business activities.
3. Encourage students to bring various real materials to class that some worker in the Business and Office area would use on their job. (Examples: envelope, check, payroll records, adding machine tape, data processing card, typing paper.) Use these materials in constructing a bulletin board or table display representing what people on these jobs use in their work.
4. Instruct students to conduct interviews with individuals employed in various business occupations. Give students an interview form to fill out during their interview.
5. Discuss the various entrance requirements of the three levels of jobs in this cluster.
6. Hold a class discussion of the working conditions and environmental conditions of these workers. Have available for the students various old magazines and catalogs. (These can be secured from the school librarian.) Divide the class into groups and instruct each group to find as many pictures as possible depicting job environments in this cluster. The students can select pictures of various workers in this cluster in their actual working environment and they can "make up" workers and dress them the way they should be dressed for their particular job. The pictures could also show the various working conditions of jobs in this cluster. Let each group make a poster showing these factors and a group leader will report to the class on their poster.

7. Display a large city map on a bulletin board. Have each student make a flag and place their flags in the general area of a business or organization where occupations in this cluster could be found. This activity can spark discussion about the geographic location and mobility of occupations within the cluster. Each student could color a dot on the map to represent his home. The distance between home and the various businesses can be discussed and its implication for travel and methods of travel to and from certain jobs.
8. Introduce as many office machines to the students as possible. (Example: typewriter, transcribing machine, adding machine, electronic calculator, duplicating and mimeograph machine.) The very basic typing techniques and part of the typewriter could be discussed with the students. It might be arranged for typing students to help demonstrate the typewriters to small groups and then let the Career Orientation students type a few characters. A very general discussion of the other machines and their operations could be conducted. During the various teacher demonstrations, a discussion of the many jobs in which these machines would be used could be conducted.
9. Arrange a field trip to a local business so the students can observe various office workers in an actual office situation. If this is not possible, it might be arranged for students to visit the school office or business classes.
10. Have the students list the following: what he owns, how much he owes, his expenses, whom he owes. When completed, tell the students what each of these terms mean in accounting terms.
11. Design an elementary bookkeeping problem. An example might be a problem containing cash payments and cash receipts transactions for the students to record on a form. After all transactions have been recorded, students should then subtract payments from receipts and record the new balance--balance of cash--in the receipts column.
12. Discuss various jobs in bookkeeping and ask students for examples of businesses that might employ persons in this area.
13. Invite resource people representative of several jobs in this cluster to speak to the class.
14. Explain alphabetic and geographic filing. Write a simple exercise in filing and have students work it. If possible, show the slides from Business Education Films "Files and Filing," and "Effective Business Correspondence." The rental fee for these is $1.25.
15. Explain the proper use of the telephone. Show the sound film, "Bell System Telephone Offices," available from Educators Progress Service, Inc. An exercise should be made for the students to work. An example could include various names of people and businesses for students to look up in the directory and several cases of people wanting to place calls where the students must indicate the sequence of numbers they would dial.
16. Discuss general information about secretarial occupations. Design a "proofreading exercise," "composing a letter," and "business manners exercise" for the students to complete. Show the film (No. 630) "The Secretary - A Normal Day" available from the Arkansas Department of Education Film Library.
17. Discuss manual data processing (show carbon paper, window envelopes, credit cards), and also discuss the factors which brought about the need for automated data processing.

18. Acquaint the students with the basic data processing cycle and the machines used. Also discuss the following jobs: key punch operator, unit record equipment operator, computer operator, programmer, system analyst, and MS/ST operator.
19. Explain the different levels of administration or management. Draw a chart to show the various levels and the work required for each level.
20. Discuss the operations and services of a bank. Teach students the correct way to write a check and give them checks on which to practice. Also show students how to reconcile a bank statement and complete a deposit ticket. Prepare an exercise for students to complete, emphasizing these factors.
21. Select a committee of students to research and report to the class on the outlook and trends for jobs in this cluster.
22. Begin role playing situations. Have a "ticker box" containing real life situations relating to the various jobs in the Business and Office cluster. Let students pick a situation and role play before the class until someone "guesses" the job. The student who identifies the job, then comes forward and repeats the same process.
23. Several of the above activities could be taught on an individualized basis using the rotation plan. The students could be divided into groups. Assign them to different activities and then alternate the groups of students from one activity to another.

C. References:

1. *Filmstrips:*
   a. Eye Gate, 146-01 Archer Avenue, Jamaica, N.Y. 11435

      Fundamentals of Economics Series - 178
      178A What is Economics
      178B Money
      178C Taxes
      178D Banks and Banking
      178E Business Organization
      178F Labor and Labor Unions
      178G Credit Buying
      188H Population

      Education for Occupations - X335
      Working with Business Machines - X335E

      Basic Office Practices and Procedures - X330
      X330A Working World of a Secretary
      X330B Memos, Mail, and the Telephone
      X330C Filing and Basic Office Systems
      X330D Basic Office Machines
      X330E Helping Your Boss Get More Done
      X330F Dealing With People

   b. Denoyer-Geppert (Educraft, Inc.), 1754 West Farragut Avenue, Chicago, Illinois 60640.

      The Wonderful World of Work: Vocational Opportunities 8-2
      8-2B The Receptionist, Parts I and II
      8-2K The Data Processing Clerk, Parts I and II

2. *Charts:*
   a. South-Western Publishing Company, 11310 Gemini Lane, Dallas.
      Texas 75229.

      IBM Punched Card Visual Aid (Free)
      Careers in Business (Free)

3. *Tapes:*
   a. Educators Service Center, 1100 W. Capitol, Box 203, Little Rock,
      Arkansas 72203.

      The Importance of You to Better Telephone Communications
      (Cost - $5.59)

   b. Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View,
      California 94040.

      Medical Secretary
      Technical Secretary
      Payroll Clerk
      Financial Records

4. *Cassettes:*
   a. Eye Gate, 146-01 Archer Avenue, Jamaica, N.Y. 11435.

      The Working World of a Secretary
      Basic Office Machines
      The Different Forms of Business (Cost of each, $5.50)
      Banks and Banking

   b. Arkansas School Service, 1911 Thayer Street, P.O. Box 2801,
      Little Rock, Arkansas 72202.

      Secretarial Careers

5. *Film:*
   a. State Department of Education Film Library, Arch Ford Education
      Building, Little Rock, Arkansas 72201.

      630 The Secretary - A Normal Day, 2nd Edition
      (Free loan)

6. *Books:*
   a. Career Programs, General Learning Corporation, Morristown, New
      Jersey 07960.

      Career Education Resource Guide by Louise J. Keller

   b. Gregg McGraw-Hill, Gregg Division, 680 Forrest Road, N.E., Atlanta,
      Georgia 30312.

      Occupations and Careers by S. Norman Feingold and Sol Swerdloff

   c. James Dasher, Arkansas State Department of Education, Division of
      Vocational, Tachnical and Adult Education, Arch Ford Education
      Building, Little Rock, Arkansas 72201.

      A Digest of Resource Activities for Career Education

STUDENT SECTION - UNIT 18A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE BUSINESS AND OFFICE CLUSTER

A. **Student Behavioral Objectives:**

Upon completion of this unit the student will be able to:

1. List three personal qualifications needed to succeed in a Business or Office career.
2. Relate the importance of this cluster of occupations by listing five ways they contribute to his current needs.
3. Give specific locations of five occupations in this cluster.
4. Give and discuss the trends and outlook for two occupations within the cluster.
5. Discuss the physical requirements, job-entry requirements, skill requirements, and the nature of work for one occupation in this cluster.
6. Discuss the working conditions and environmental conditions of two occupations within the cluster.

B. Pretest:

Directions: *In the ( ) at the left of each statement, indicate whether the statement is true or false by writing "T" or "F".*

( ) 1. All clerical workers should have the ability to read well and to write legibly.
( ) 2. Clerical workers should be able to perform simple mathematical computations and write figures accurately.
( ) 3. All office workers should use proper telephone manners and habits.
( ) 4. Clerical workers need a basic knowledge of office machine operations.
( ) 5. Typewriting is considered to be a basic office skill.
( ) 6. A good memory is an asset to a secretary.
( ) 7. At least a high school education is essential for a job as a secretary.
( ) 8. The systematic recording of the financial operations of a business or individual is called bookkeeping.
( ) 9. Bookkeeping records aid a business or an individual in planning for the future.
( )10. Administrative and managerial occupations are those occupations that involve working with people in planning, supervising, and coordinating the activities of an enterprise.
( )11. An essential skill for a bookkeeping worker is the ability to use a ten key adding machine.
( )12. Most administrative and managerial workers need a college education as well as some technical training.
( )13. A key punch operator's work is considered as administrative or managerial work.
( )14. An office supervisor is a part of the administration and his work is considered managerial.
( )15. Supervisors and vice-presidents represent the first level of management.

ANSWERS: False - 13 and 15 ----- True - All others.

DISCUSSION QUESTIONS:

1. Name three personal qualities necessary for a job as an office worker.
2. Name five ways jobs in this cluster make a contribution to your needs.
3. Name five occupations in this cluster and give their locations.
4. Select two occupations within this cluster and discuss the employment outlook for these jobs.
5. Select two occupations in this cluster and tell about the working conditions and working environment of each.
6. Choose one job you've studied in this cluster and tell about the physical requirements, job-entry requirements, and duties of this job.
7. Identify courses offered in Business Education that would be helpful in preparing you for a business or office job.

_____Typewriting
_____Bookkeeping
_____Gym
_____Chemistry
_____Business English
_____Shorthand
_____Civics
_____Spanish
_____Record Keeping
_____Business Law
_____General Business

C. General Information:

In 1970, there were some 13 million persons employed in clerical jobs or related positions. There are many different jobs available in this field.

The majority of business employees handle the great volume of communication and may also assume responsibility for forms of communication, such as mail, telephone, telegraph, and messenger services, or they may be involved with the shipping and receiving of products and merchandise.

These personnel may also work as cashiers, bank tellers, air traffic agents, supervisory or managerial positions, or operate business equipment. There are numerous skills reflected in this occupational group.

Approximately one of every five clerical workers is employed as a secretary, a typist, or a stenographer. Tens of thousands are employed as telephone operators, bookkeepers, cashiers, shipping and receiving clerks, or mail carriers.

The skill, education, and training needed for clerical positions vary with the type of work performed. On most of these jobs, on-the-job training is given to acquaint new employees with the work routine.

For all but the most routine clerical positions, the minimum educational requirement is usually graduation from high school. High school graduates who have had instruction in business subjects are regarded by most employers as particularly well qualified. Ability for reading comprehension, grammar, spelling, arithmetic,and business math, are assets for many types of clerical work.

Several hundred thousand job openings are expected during the 1970's — around 300,000 jobs per year. The salaries will vary greatly among the various occupations. The working hours will also vary according to the geographic location of the job.

The fringe benefits may include paid legal holidays, paid vacation time; group life, hospitalization, surgical, and medical insurance benefits; retirement and pension benefits, and other benefits as determined by individual company policy.

Advancement prospects are good in many types of business and clerical work. Some of the better paid positions--insurance claim adjuster and executive secretary, for example--are very often filled by promotion from within. In other instances, the worker may be promoted to more difficult and higher paid assignments in a related type of work. For example, a keypunch operator is selected and trained to operate a tabulating machine. In large business offices, promotion sometimes may lead to supervisory or managerial positions.

The cluster of Business and Office occupations consists of the following common characteristics: most of these jobs are done inside of a building or in an office; most all of them will involve at least an adding machine, some filing, record keeping, or letter writing; and these workers deal mostly with people, data, or things. These are just a few of the common characteristics about this cluster and more could be identified by students or teacher.

Employment in Business and Office occupations is expected to increase rapidly through the 1970's with more than 350,000 new clerical and related positions added each year. The employment turnover is especially high among clerical workers. Employment opportunities will be best for secretaries and stenographers, typists, bookkeeping and accounting clerks, and other workers who handle paperwork in offices.

D. Review:

1. Name five qualities a person should possess if interested in being a clerical worker or secretary.
2. What is bookkeeping?
3. What are the general duties of people in the administrative or managerial occupations?
4. Do occupations in this cluster make any contribution to your needs? Explain.
5. Can you choose two occupations in this cluster and discuss the employment outlook, working conditions, working environment, the physical requirements, and duties of these two jobs?
6. Name three classes you can take in high school to help prepare you for a Business or Office job.

E. Post-Test:

Same as pretest.

UNIT 18B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN BUSINESS AND OFFICE SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research a variety of sources for complete information on two specific occupations within the cluster.
2. To guide students in assessing occupational information.
3. To guide the student in writing a tentative favorable or unfavorable decision giving reasons based on the major factors considered.

B. Suggested Teaching Activities:

1. Provide students with forms to collect occupational information. (Appendix I)
2. Have students select, according to their choice, two occupations from the cluster for research of complete information and write a tentative favorable or unfavorable decision.

C. References:

1. Lerner, Lillian, Anita Powers Office Worker. Follett Vocational Reading Series, Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois 60607. (complimentary copy)
2. Various pamphlets available free from the U. S. Post Office. Some of these include: Mr. Zip, Who He Is. What He Does; Packaging for Mailing; Mail Moves the Country--Zip Code Moves the Mail; Mail Services and How to Use Them; How to Wrap and Send Parcels; How to Address Mail.
3. *Business Careers Kit:* Contains over 120 career items plus reprinted materials of value to students, business teachers, parents, counselors; includes one year's subscription to the updating Business Careers Service, with approximately 30 additions.
   Business Careers Kit 9-62526 $34.50
   Business Careers Service (per year) 9-62544 $6.00
   (available from the Houghton Mifflin Company
   6626 Oakbrook Blvd.
   Dallas, Texas 75235.)
4. *Books:*
   a. McGraw-Hill Book Company, 330 W. 42nd Street, New York, N.Y. 10036

Clerical Occupations	Sales Occupations
What It's Like to Work	Getting a Job

(Cost of each book is $6.42)

Checker-Cashier by Edison and Mills, DE16, Text-Workbook (paperbound) $3.40.

You and Your Job by Blackledge, Blackledge, and Keily, K05, Text-Workbook $2.12.

b. Richard Rosen Press, Inc., 29 East 21st Street, New York, N.Y. 10016.
Your Future as a Temporary Office Worker
Your Future as a Secretary
Your Future in Personnel

c. Southwestern Publishing Company, 11310 Gemini Lane, Dallas, Texas 75229.
How to Find and Apply for a Job ($1.80)
Secretarial Office Procedures ($6.48)

5. *Transparencies:*
   a. SouthWestern Publishing Company, 11310 Gemini Lane, Dallas, Texas 75229.
   Personal Development Transparency Series by Hanson and Parker ($180.00)
6. *Cassette:*
   Educational Activities, Inc., P.O. Box 7376, Little Rock, Arkansas 72207.
   "Preparing for an Office Job," for grades 7-12
   (G3C--6 cassettes $52.50)
7. *Filmstrips:*
   a. Educational Activities, Inc., P. O. Box 7376, Little Rock, Arkansas 72207.
   "Just a Secretary," S101
   (Full color filmstrip and record - $12.95)

   "Just a Teller," T101
   (Color filmstrip with record - $12.95)

   "The Look is Natural," N101
   (Color filmstrip with record - $12.95)

   b. Coronet, 65 East South Water Street, Chicago, Illinois 60601.
   "Business Filing"
   (6 filmstrips/3 records - $55.00)

   "Business Organization"
   (6 filmstrips/3 records - $55.00)

   c. Classroom Productions, Educator's Service Center, Inc., 1100 West Capitol, P. O. Box 203, Little Rock, Arkansas 72203.
   "Telephone Techniques, The Importance of You to Better Telephone Communications"
   (2 color filmstrips - sound - $60.00)
   (Audio version w/o filmstrip - $10.95)
8. *Magazine*
   a. McGraw-Hill Book Company, 680 Forrest Road, N.E., Atlanta, Georgia 30312.
   Today's Secretary
   (75¢ per copy)

STUDENT SECTION - UNIT 18B: COLLECTING INFORMATION ON TWO BUSINESS AND OFFICE OCCUPATIONS

A. Student Behavioral Objectives:

Upon completion of this unit the student, on a written test, will be able to:

1. Give two reasons why the two occupations selected for research are favorable or unfavorable as a career choice.
2. Identify the basic factors to consider about himself when selecting an occupation to study.
3. List four sources that can be used to secure information about an occupation.
4. Provide from his notebook information collected on two specific occupations.

B. Pretest:

The pretest is not considered an essential part of this unit of study.

C. General Information:

There are four sources--printed materials; visual materials, including on-sight observation; audio materials, including interviews; hands-on activities with materials, machines, tools, equipment, and work processes that can be used to find information about occupations. Other sources include teachers, counselors, pamphlets, books, films, filmstrips, tapes, slides, persons working in the field, employers, counseling agencies, state and federal government agencies, Chamber of Commerce, Dictionary of Occupational Titles, Occupational Outlook Handbook, and various career briefs.

When evaluating and researching the two occupations, you should use as many of the different forms of information as possible. Not only should you read printed materials, but also talk with workers in the field, view audio-visual materials, and consider your interest and performance while doing the various hands-on activities, problems, and exercises in the cluster.

When exploring an occupation, consider your interests, ability, achievements, education, training, and experience needed.

Among the many things you should know about an occupation are these:

1. Working conditions
2. Description of work
3. Hours of work
4. Abilities required
5. Earnings
6. Personality required
7. Education and training required
8. Cost of education and training
9. Where education and training can be acquired
10. Advantages
11. Disadvantages
12. Outlook for future trends
13. Advancement possibilities
14. Demand for workers
15. Health and safety aspects
16. Contributions to society
17. What the occupation requires
18. Location of occupation
19. Amount of travel required
20. Initial capital required
21. Cost of living

There is no one best way to study occupations. Try to take advantage of all methods that are available. Studying occupations can open new career doors. It can be a lifelong stimulating challenge because occupations, like you, are changing. Your keeping informed may make the big difference both today and tomorrow.

D. **Review:**

1. Name three reasons why the two occupations you selected for research are favorable or unfavorable for your career choice.
2. What are some factors you should consider about yourself when choosing an occupation to study?
3. Name at least five sources that can be used to find information about an occupation.

E. **Post-Test:**

1. Name the factors about an occupation you would like to explore further.
2. Why is it important that you explore several occupations before making a tentative choice for further study?
3. How do you explore an occupation that interests you?
4. What factors should you consider when learning about and exploring each occupation within a cluster? (Name five)
5. List four sources that can be used to acquire information about an occupation.
6. Give two reasons why the two occupations selected for research are favorable or unfavorable for your career choice.

Agri-business
and
Natural
Resources

UNIT 19. CLUSTER: AGRI-BUSINESS AND NATURAL RESOURCES

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

073.108	Veterinarian	096.128	County Ext. Agent
413.181	Cattle Rancher	020.188	Agriculture Statistician
409.168	Farm Manager	041.081	Entomologist
429.181	Foreman (Farm)	950.782	Stationary Engineer
168.287	Food and Drug Inspector	024.081	Geologist
050.088	Market Stabilizer	181.168	Supt. Drilling & Prod.
040.081	Soil Conservationist	010.081	Petroleum Engineer
040.081	Agronomist	041.081	Plant Taxomist
040.081	Soil Scientist	041.081	Dairy Technologist
024.181	Engineer, Agriculture	041.081	Horticulturist
041.081	Biologist	041.081	Dist. Forester
041.081	Voc. Agri. Inst.	379.168	Game Biologist

Level 2: High School Graduate or More

260.289	Agri-Products Salesman	413.181	Sheep Farmer
196.283	Airplane Pilot, Agri.		Feed Store Operator
412.687	Chicken Sexer	404.181	Orchardist
294.258	Auctioneer	850.781	Miner
421.181	Farmer (General)	930.884	Quarryman
412.181	Poultryman	930.782	Driller (Rotary)
411.181	Dairyman	024.081	Seisograph Man
421.181	Farmer, Animals	040.381	Seed Analyst
401.181	Farmer, Cash Grain	469.381	Dairy Tester
419.181	Beekeeper	168.287	Agri. Commodity Grader
412.181	Turkey Raiser	441.384	Forester Aide
413.181	Horse Breeder	451.181	Game Keeper

Level 3: Less than High School

520.886	Feed Mixer Helper	413.887	Sheep Herder
523.886	Drier Operator Helper	409.883	Farm Machinery Operator
929.885	Cotton Compress Operator	529.687	Produce Sorter
461.886	Gin Stand Man	899.884	Shaftman
356.381	Horseshoer	939.884	Lampman
406.887	Nursery Worker	541.885	Coal Washer
421.883	General Farmhand	933.887	Cobber
422.887	Irrigator	465.381	Scout

Level 3 (continued)

620.281	Tractor Mechanic	624.281	Farm Equipment Mech.
404.887	Orchard Picker	442.887	Greens Picker
869.884	Roustabout	940.884	Logger
930.884	Rotary-Driller Helper	451.781	Trapper

TEACHER SECTION

A. Teacher Objectives:

1. To make the student knowledgeable that occupations with higher and lower entry levels demand students with varying educational accomplishments.
2. Provide students with an understanding that a difference exists between education and training for a job in Agri-Business and Natural Resources.
3. To provide the student with a knowledge of the kinds and relationships of jobs in a particular field of Agri-Business.
4. To provide the student with an overview of the occupations within the Agri-Business and Natural Resources Cluster.

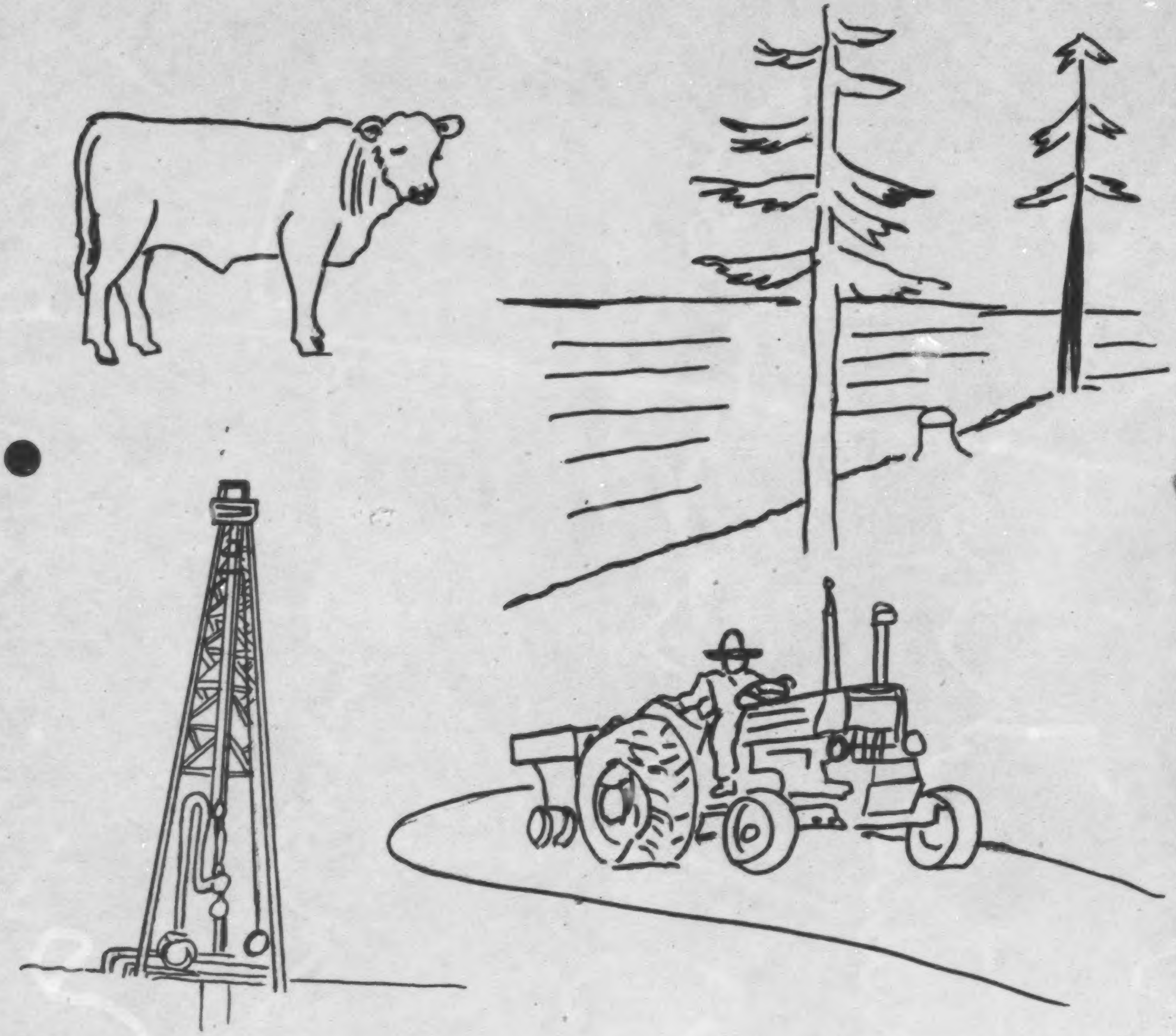
B. Suggested Teaching Activities:

1. Invite a person working in the field of Agri-Business to class and let him explain the varying amount of education and training needed in some of the jobs at his place of employment.
2. Take some representative jobs from the cluster of Agri-Business and Natural Resources and explain the difference in amount of education and training needed for each occupation.
3. With the poster show the student the educational level usually required for entry to a particular job in Agri-Business.
4. Use visual media to show the different occupations and requirement of educational standards of them.

C. References:

1. Agribusiness and Industry, Stone, Archie A., Interstate Publishers and Printer, Danville, Ill.
2. Handbook of Agricultural Occupations, Hoover, Norman K., The Interstate, Danville, Ill.
3. D.O.T. (Dictionary of Occupational Titles), 3rd Ed., Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.
4. Occupational Outlook Handbook, 1972-73 Ed., U. S. Government Printing Office, Washington, D. C. ($6.75).
5. Handbook of Job Facts, Science Research Asso., Chicago, Ill.
6. Occupational Exploratory Kit, Science Research Assoc., Chicago, Ill.
7. Films:
    A Dynamic Industry, (16 mm) 28 min. Color, Modern Talking Picture, Dallas, Texas (Free rental).

AGRICULTURE and NATURAL RESOURCES



STUDENT SECTION - UNIT 19: AGRI-BUSINESS AND NATURAL RESOURCES CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. List the highest educational standards for each of the three levels of occupations.
2. Determine the amount of education and training needed for the different occupations of his choice.
3. Explain difference between education for an occupation and skill training for an occupation.

B. Pretest:

1. What is the highest educational, or occupation level? How much education is required or needed?
2. What are the three occupational levels in the Agri-Business and Natural Resources field?
3. What is the lowest educational, or occupation level? How much education is required or needed?
4. Does each level require skill training? Explain.
5. In Agri-Business is one concerned with farming? Explain.

C. General Information:

The cluster of Agri-Business and Natural Resources covers hundreds of jobs and occupations dealing with the production, processing, marketing, and distribution of farm products.

Farming is only a small part of the Agri-Business industry, but it is a real important and highly specialized area of producing the raw goods. Off-the-farm and related agricultural opportunities offer most areas of employment. Both men and women work in both phases of agri-business - on the farm and off the farm.

Three forms or educational backgrounds are considered in the Agri-Business and Natural Resources cluster: those with college degrees; those with high school and above, and those with less than a high school diploma. With each educational level listed the amount of education and training will vary depending upon the occupation. Education and training are two important factors needed to develop the knowledge and skills needed to obtain and keep a good job in the agri-business field.

Many jobs in the Agri-Business cluster require a college education such as: county agent, agriculture teacher, soil scientist, and veterinarian. Jobs of all types are available for those with high school and above such as farmer, beekeeper, miner, forestry aides, auctioneers. High school is basic to most all occupations in Agri-Business and Natural Resources. Some school dropouts find employment in the industry, but these jobs are rapidly being replaced by larger and more machinery and equipment.

Persons interested in making a future in Agri-Business and Natural Resources should start planning early in their high school program for an occupation. Much consideration should be given in selecting the appropriate courses, such as math, science, agriculture, home economics and business courses. A well planned high school program is a good step into a career with a future in Agri-Business and Natural Resources.

D. Review:

1. Agri-Business is big business, the largest business in the world, and certainly the most important.
2. The three educational levels in the Agri-Business and Natural Resources industry are: college and above, high school and above, and less than high school.
3. A county agent or veterinarian would need much college work and training in their profession; however, a roustabout would not need a great deal of formal education or training.
4. Agri-Business may include either farming or non-farming occupations with the farming occupations in smaller numbers, but of greater importance for producing the raw goods.
5. Math, science, agriculture, home economics, and business courses are all important in planning a high school program geared for an occupation in Agri-Business and Natural Resources.

E. Post-Test:

Same as pretest.

UNIT 19A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE AGRI-BUSINESS AND NATURAL RESOURCES CLUSTER

TEACHER SECTION:

A. Teacher Objectives:

1. To provide for student awareness of the entrance requirements of Agri-Business and Natural Resources.
2. To help students gain an understanding of the relationship between physical requirement and occupational opportunities.
3. To assist students in understanding working conditions and environment that people consider in choosing an occupation as a career.
4. To provide actual or simulated experiences in Agri-Business and Natural Resource activities to broaden the students' knowledge of career opportunity.
5. To provide students with a knowledge of the importance of Agri-Business and it's effect upon the economy.

B. Suggested Teaching Activities:

1. Assign groups of students to explore the factors to be considered concerning Agri-Business and Natural Resources and make reports about the findings.
2. Plan appropriate field trips to processing plants, farms, livestock barn, farm service stores, or garden centers to observe various jobs involved.
3. Invite a farmer, agricultural specialist, or some other person involved in Agri-Business and Natural Resources to speak about his work.
4. Have students to contribute certain feasible real materials for display purposes such as empty containers for food, small containers of feed (livestock), seed, fertilizers, mineral stones.
5. Let students plant seeds or pot plants in small containers provided in the laboratory or class room.
6. Let students develop a model of a farm layout.
7. Provide a small table with a sand box on top for students to use to illustrate the different kinds of farming that require tilling the soil in different ways. Various toy farming machines can be used to illustrate.
8. Construct a glass box and fill with different kinds of soil that can be used to illustrate a soil profile that is so basic and fundamental to farming, mining, and the petroleum industry.
9. Let a group of students build a bulletin board displaying materials that originate from the forest.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. ($6.75)
3. Handbook of Job Facts, Science Research Asso., Chicago, Ill.

C. References (continued)

4. Occupational Exploratory Kit, Science Research Assoc., Chicago, Ill.
5. Films:
    A Dynamic Industry, Modern Talking Picture, Dallas, Texas, (16 mm Color, free rental)

STUDENT SECTION - UNIT 19A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE AGRI-BUSINESS AND NATURAL RESOURCES CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Give three reasons why two occupations in Agri-Business cluster are important to our economy.
2. Define what is meant by the term "seasonal work" in the Agri-Business and Natural Resources field.
3. Name three occupations in your area in Agri-Business and Natural Resources that would be considered seasonal work or employment.
4. Explain the three working conditions, three entry requirements, three characteristics of work, and the employment trend of an occupation in Agri-Business.
5. Name three items that Agri-Business and Natural Resources contribute to the people of the world.
6. State the percentage of the American labor force engaged in some aspect of food production, processing, and distribution.

B. Pretest:

1. What is Agri-Business?
2. Name three occupations in Agri-Business and Natural Resources requiring a college degree.
3. What is a primary function of Agri-Business in the world of work?
4. What happens to prices when agricultural supply is high and the demand is low?
5. What happens to prices when agricultural supply is low and the demand is high?
6. List five things that Agri-Business and Natural Resources is charged with providing the American people.

C. General Information:

Agri-Business and Natural Resources is the world's largest business and the most vital. Everyone in the world who eats food, wears clothes, or lives in a home depends upon occupations in Agri-Business and Natural Resources. Considering those who produce food and fiber, those who process the material, and those who sell and distribute the farm products, the total is about 40 per cent of the work force in the U.S. To say that agri-business is big business is putting it mildly; not even considering the millions employed in the production of oil, ores, coal, and other minerals.

Agri-Business and Natural Resources involve occupations of two types: (1) farming and related occupations such as ranching, feed lot, market garden, orchard, oil wells, mines, and other fields of production; (2) non-farming such as industrial suppliers, processors, marketing, and distribution.

The size of the industry alone is enough to have many varying effects upon the economy of the United States and the world. There is the necessity of basic needs - food, clothing, and shelter. Also, there is need for fuel for transportation and warmth.

Many items and products of the industry operate generally on a free-market type situation which is regulated according to the supply and consumer demand. Supply and demand should operate at a close balance for optimum market conditions. Many times in open-market one will excede the other, thus causing market price movement to be up or down depending upon which is greater. Movement of goods and materials from one market area to another contributes to stabilizing production and prices. Foreign trade and the import and export market also play a large role in the economy of the United States and countries abroad.

Climate, length of day, and rainfall are limiting factors for agricultural production in the United States. These factors determine the geographical location as to where the crops will be grown. However, these facts only control a small segment of the vast industry and has no effect on the larger non-farming segment of Agri-Business and Natural Resources. Service, processing, and marketing practices of this cluster are carried on in virtually every state in the nation. Oil products and mined materials are limited generally to certain areas of the United States, but refining, marketing, and distributive services are found all over the United States and foreign countries as well.

The Agri-Business and Natural Resource cluster has some of the greatest career possibility trends and a favorable outlook: the population of the United States, and the world increases each year. This increase in population places more demand for food, shelter, and clothing, and keeps increasing the size and scope of the industry to meet these needs. The population of the world at present is about 3½ billion, and these figures are increasing each year. All must have food and other items to survive. This fact insures a future in Agri-Business and Natural Resources.

In many instances the physical job-entry and skill requirements for occupations in Agri-Business resemble those of many of the other clusters. A person needs to have a high school education. A high school drop-out experiences from two to three times as much unemployment as a graduate. Many on-the-farm occupations are available to high school graduates with some skilled training in Agri-Business and Natural Resources. A person should have good health; however, some occupations especially in mining and drilling might be dangerous at times and require special ability and skill.

Most professional occupations in this cluster require a college education - soil scientist, conservationist, teacher, county agents, agricultural engineers, and veterinarians. All of these occupations generally require at least four years of college training or more. Many college graduates work in service occupations related to Agri-Business.

The nature of work in the Agri-Business cluster varies greatly depending upon the occupation selected. A person could be involved in growing and producing the raw materials and fiber or a person could be working in the processing of foods or the selling and distribution of these items. All of these varying forms of occupations demand different educational and skill backgrounds. The industry is so vast and large, that it would be impossible to give a breakdown of each job class. A person who is interested in Agri-Business and Natural Resources in some form surely will have no problem in locating a good and satisfying career.

Working conditions in any occupation in the cluster will vary depending on the type job. A farmer or rancher may at times be exposed to all types of working conditions such as cold, rain or snow. A great deal of work in Agri-Business and Natural Resources goes on outside, because here is where the raw materials are produced or found, but a greater part of the industry operates from offices, markets, supply services, etc., which generally offer favorable working conditions and environments. Most of the people in non-farming or finished products operations work only 40 hours per week and have paid vacations, sick leave, and many other fringe benefits.

If you are thinking about a future in Agri-Business and Natural Resources stay in school. An interested person should take as much math, science, and English as possible, along with agricultural courses if offered. It is recommended that a young person hoping to advance to a high position should pursue college preparation. Agri-Business and Natural Resources can offer persons a rewarding future.

D. Review:

1. A person interested in farming as a career may not need a college education, but many persons have completed college.
2. Agri-Business and Natural Resources is the world's largest business, and certainly the most important.
3. Agri-Business furnishes people with the basics of life: food, clothing, and shelter.
4. Natural Resources provide the oil, coal, minerals, and by-products that are used for fuel and energy.
5. Some of the occupations in Agri-Business require college graduates, such as soil scientist, conservationist, engineers, teacher.
6. Some raw material produced by farmers can only be grown in certain areas of the United States due to such factors as climate, length of day, and rainfall.
7. Foreign trade is an important factor of Agri-Business and Natural Resources in the United States.
8. The rate of supply and the amount of demand for goods and materials are factors dealing with prices and amount of production.

E. Post-Test:

Same as pretest.

UNIT 19B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN AGRI-BUSINESS AND NATURAL RESOURCES SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information using as many different sources available pertaining to the Agri-Business and Natural Resources cluster.
2. To guide the students in the use of materials, kits, media, and in assessing occupational information.
3. To provide students the opportunity to research complete information using as many different sources as available in the Agri-Business cluster.

B. Suggested Teaching Activities:

1. Students should select two occupations in the Agri-Business and Natural Resources cluster to research completely for information and make tentative favorable or unfavorable decisions.
2. Provide student with copies of standard form (Appendix I) to collect occupational information.
3. Review the occupational information form, item by item, to be sure that students understand exactly what they are to do.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 1972-73 Ed., ($6.75).
3. Handbook of Job Facts, Science Research Associates, Chicago, Illinois.
4. Filmstrip and cassettes:
   Where Does It Come From?, Eye Gate House, Jamaica, New York (Set of 6 - $47.50).

STUDENT SECTION - UNIT 19B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN AGRI-BUSINESS AND NATURAL RESOURCES

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. Give five reasons, acceptable to the teacher, why you selected the two occupations you researched.
2. Rate three sources according to the amount of helpful information concerning items in question.
3. Follow the points of the decision-making process.
4. Relate and be knowledgeable of materials recorded in notebook concerning facts about the two occupations studied.

B. Pretest:

Define the following terms or statements or give examples of them in Agri-Business and Natural Resources:

1. Job duties of an occupation. (First choice)
2. Job duties of an occupation. (Second choice)
3. Name three sources that can be used in collecting information about occupations selected.
4. Define the terms exploration and evaluation in relation to the decision-making processes.
5. Name the steps of the decision-making process.
6. Define the term decision-point.

C. General Information:

Information for occupational analysis can be collected by several means: interviews with people doing the job; many kinds of printed materials and forms such as - Occupational Outlook Handbooks, Handbook of Job Facts; and all types of kits and booklets. Recordings and cassette interviews are available along with filmstrips concerning all types of occupations.

Sound motion picture film is also available free through many companies and agencies. Much effort should be made in gathering any and all forms of information and materials to become thoroughly acquainted with the occupations.

As a student you should consider all factors concerning the occupation and explore them seriously. Factors such as working conditions, job duties and responsibilities, education needed, skills, personal requirements, salary, fringe benefits, and location of job. All of these factors and many more should be considered in selecting, or rejecting a career possibility.

If you feel you have reached a decision-point concerning an occupation, you should follow these six steps to evaluate your information: decision-point, exploration, evaluation, choice, clarification, and action. If these steps are followed, you should have no problem in making a sound decision.

D. Review:

1. Factors to be considered about an occupation are as follows: working conditions, salary, fringe benefits, duties and responsibilities, and others.
2. Information for occupational analysis can be collected from a variety of sources.
3. The steps of decision-making are decision-point, exploration, evaluation, choice, clarification, and action.

E. Post-Test:

Same as the pretest.

Public Service

UNIT 20. CLUSTER: PUBLIC SERVICE

OCCUPATIONS IN THIS CLUSTER

Level 1: College Graduate or More

288.228 City Managers
050.088 Marketing Research Workers
162.158 Purchasing Agent
013.081 Agricultural Engineers
006.081 Ceramic Engineers
005.081 Civil Engineers
012.081 Industrial Engineers
011.081 Metallurgical Engineers
186.118 Bank Officers
024.081 Geologist
025.088 Meteorologist
040.081, 041.081, 070.081, 077.128 Life Scientists
021.088 Astronomers
055.088 Anthropologists
055.088 Economists
052.088 Historians
054.088 Sociologists
139.288 Technical Writers
019.081 Landscaping Architects
020.188 Programmers
092.228 Kindergarden and Elementary Teachers
160.188 Accountants
166.088 Personnel Workers
165.068 Public Relations Workers
002.081 Aerospace Engineers
019.481 Biomedical Engineers
008.081 Chemical Engineers
003.081 Electrical Engineers
007.081 Mechanical Engineers
010.081 Mining Engineers
199.168 Urban Planners
024.081 Geophysicist
024.081 - 041.081 Oceanographer
022.081 Chemists
023.081,.088 Physicists
022.081, 040.081, 041.081 Food Scientists
029.088, 059.088 Geographers
051.088 Political Scientists
045.088, .108 Psychologists
001.081 Architects
033.187, 012.168, 020.081, System Analysist
359.878 Nursery School Teacher
091.118, .228 Secondary School Teacher
045.108 Employment Counselor
045.108 School Counselor
040.081 Foresters
096.128 Home Service Advisor
168.168 Field Health Officer
012.081 Safety Engineers
012.188 Time-Study Engineer
110.108, .118, 119.168 Lawyers

Level 2: High School Graduate or More

212.368 Tellers
217.388 Proof Machine Operators
217.388 Transit Clerks
002.029 Engineering and Science Technicians
143.062, .282, .382 Photographers
213.138, .382,.582,.588,.885
219.388 Exchange Clerk
001.019 Draftsmen
022.281, 029.381 Food Processing Technicians
018.188 Surveyors
206.388 File Clerk
207.782,.884,.885;208.782;214.488;

223.387 Electronic Computer Operating Personnel
249.368 Library Technician
373.118-.868, 377.868 Police Officers
219.388 Sorters, Bank Clerks
214.388 Bookkeeping Machine Operator
821.381 Lineman
215.388;216.488;234.582,.885 Office Machine Operators
375.118,.138,.168,.228,.268,.388 State Police Operators
441.384 Forestry Aides
378. Military
950.782 Boiler Operator
257.358 Public Utilities Salesman

__Level 3__: Less than High School

913.463 Driver
913.168 Dispatcher
377.868 Sheriffs and Bailiffs
373.118-.884 Firefighters
188.168 Postmaster
955.782 Wastewater Treatment Plant Operator
869.884 Rig Builders
930.782 Derrickman
931.130 Tool Pusher or Chiefdriller
541.782 Dehydration Plant Operator
953.380 Gas Plant Operator
184.168 Maintenance
372.868 Security Officers, Guards, & Watchman
233.388 Postal Carrier
954.782 Water Treatment Plant Operator
936.782 Rotary Drillers
950.782 Engineman
931.130 Roustabout
914.132 Compressor Station Operator Engineers
729.281 Meterman

TEACHER SECTION:

A. __Teacher Objectives__:

1. To give pupils a realistic concept of the kinds and scope of jobs that are available to them in the field of Public Services.
2. To provide an understanding that in all occupations, there are varying levels of work that require different levels of education.
3. To provide the information concerning the three educational requirements named for the work levels.
4. To provide an understanding that some jobs in the Public Service cluster do not deal 100 per cent with the field of public service.
5. To provide the opportunity for students to associate certain public service jobs with people who they know work in the occupations.

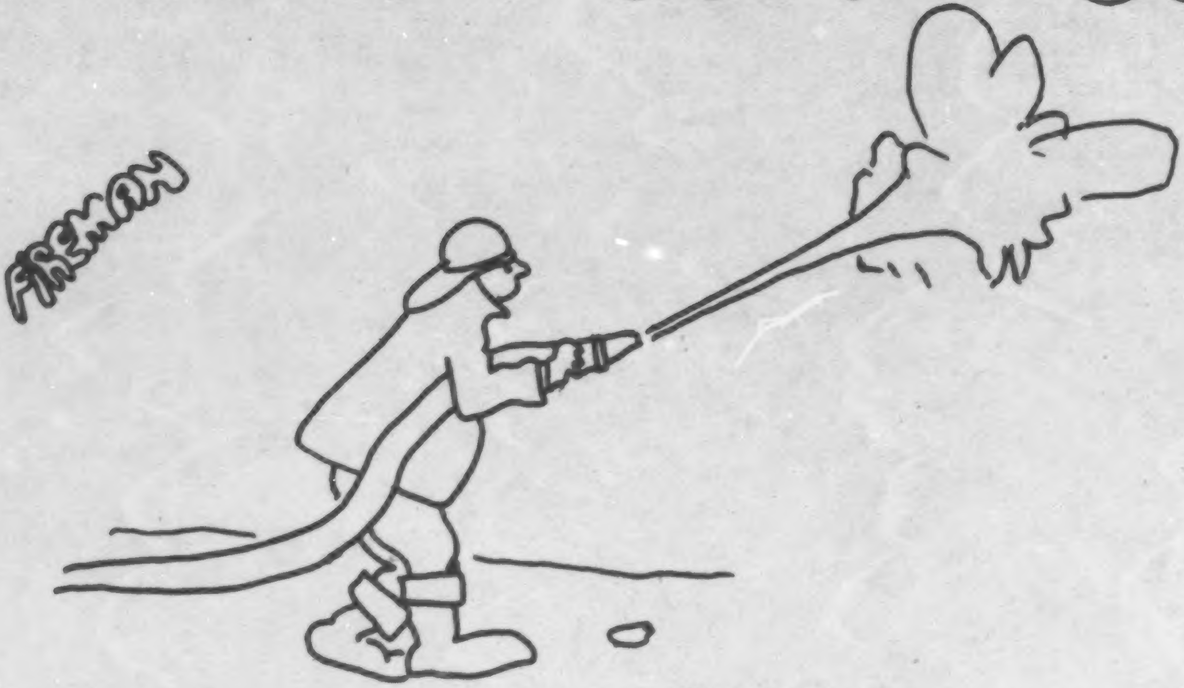
B. __Suggested Teaching Activities:__

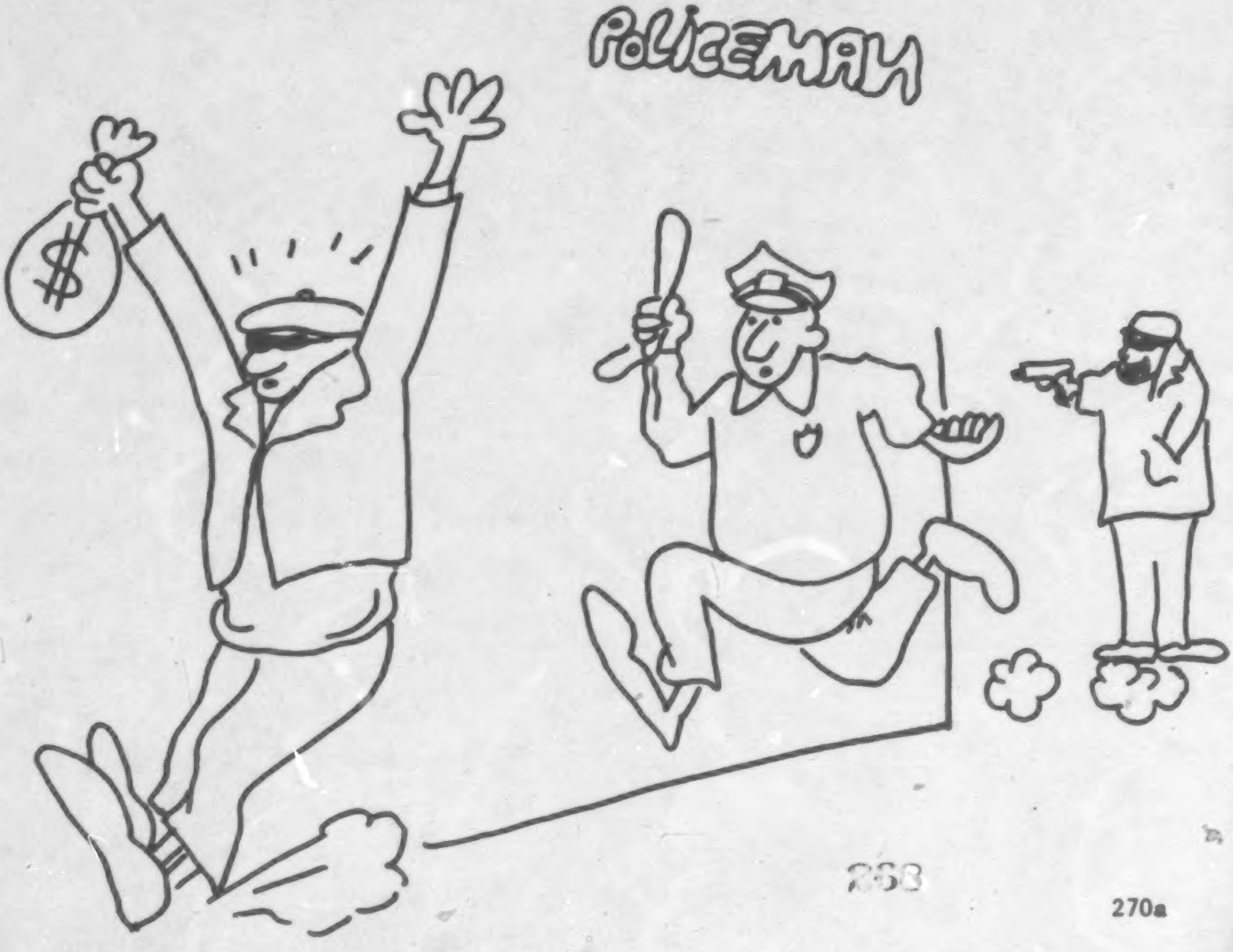
1. Use the cluster poster to show the many jobs related to public service.
2. Discuss the different educational requirements of various occupations under each level.
3. Bring in guest speakers with occupations in public service.
4. Discuss in class some jobs that are offered in public services but, do not deal entirely with public services.

C. __References__:

1. __D.O.T.__ (__Dictionary of Occupational Titles__), Volume 1, Definition of Titles, 1965, 3rd Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402.
2. __Outlook Handbook__, 1972-73 Edition, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C 20402

PUBLIC SERVICES





STUDENT SECTION - UNIT 20: PUBLIC SERVICES CLUSTER

A. **Student Behavioral Objectives:**
Upon completion of this unit, the student will be able to:
1. Select ten public service occupations from a list of thirty various occupations.
2. Name two occupations under each occupational level.
3. Name the three educational requirements one must meet to get a job on any of the three occupational levels.
4. List five occupations not dealing 100% with the field of public service, but are related in some way.
5. Match occupations to people who work in public service occupations in the local area.

B. **Pretest:**
Directions: Place "T" in the ( ) before each item that is true and "F" for each item that is false.

( ) 1. A policeman has a job in public services.
( ) 2. A home economist works in public services, but does not deal entirely with public services.
( ) 3. All of these jobs are related to public services: lawyer, farmer, chauffeur, cook.
( ) 4. There are three occupational levels.
( ) 5. The three occupational levels are college degree or more, doctorate degree, and management level.
( ) 6. Educational requirements never vary no matter what job choice one makes.
( ) 7. Educational requirements vary with the occupation and occupational level.
( ) 8. Most lawyers only have to have only a high school diploma.
( ) 9. High School graduates may become policemen if they pass certain specifications.
( )10. An educational requirement is to have the correct training.
( )11. A postal carrier needs a college degree.
( )12. A forestry aide is on the occupational level which requires high school education or more.

ANSWERS: 1.T, 2.T, 3.F, 4.T, 5.F, 6.F, 7.T, 8.F, 9.T, 10.T, 11.F, 12.T

C. **General Information:**

There is a vast number of public services rendered to people everyday. Many of these services are rendered 24 hours a day. For example, police forces are rendering a public service which helps keep communities and cities safe places to live. Another 24-hour public service is the firestation. The workers there are always on alert for any calls. Other public services include lawyers, oil well drillers, mail carriers.

In this cluster, as in all clusters, there are varying occupational levels with different educational requirements for each level. The first occupational level requires a college degree or more, the second requires high school graduation plus training, and the third may require less than a high school diploma. There are many jobs listed under each level, and each job is very important in serving people.

Educational requirements refer to possessing needed skills, having the needed high school courses, and having the correct training needed. The educational requirements vary with the occupational level. For example, a lawyer has to have a college degree and an advanced degree. He also has to pass a law examination. This takes years to complete. A bank teller may need only a high school degree, plus some training, possibly on-the-job training. A postal carrier may need only on-the-job training, to carry out his job. All these jobs are on different occupational levels and have different educational requirements but are important in helping complete the whole picture of public services.

The whole picture of public services cannot be complete without reaching out into related fields. For example, the exterminator who comes to your home to spray for insects is rendering a public service, but his real work area is in Environment. When he studied to be an exterminator, he studied about which insects were needed to keep a good ecological balance and which insects needed to be killed. He also studied what sprays would harm human beings and the needed insects and what ones would not. Since people have crawling insects in their homes, then he is able to use his workable knowledge to render them a public service.

Just think of the lawyers, policemen, firemen, and mail carriers you know in your area. Did you ever stop and think that they were providing public services?

D. Review:

1. What are some jobs in the public service field?
2. What are the different levels of education needed for different occupations?
3. What are the different occupational levels of jobs?
4. What determines the educational requirements that must be met before one can get a job in the public service field?
5. What are some jobs not entirely related to public service, but are a working part of public service?

E. Post-Test:

Same as pretest.

UNIT 20A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE PUBLIC SERVICES CLUSTER

TEACHER SECTION:

A. Teacher Objectives:

1. To provide the students with the opportunity to understand the importance of the occupations within the public service cluster to the economy.
2. To help students become aware that some occupations in the public service field are becoming more mobile. Many factors determine the location of these jobs.
3. To help students understand what is meant by job trends, occupational outlook, and how developments can affect planning a future in public service.
4. To help students gain an understanding of the physical and job-entry skill requirements, and the nature of work, as a basis for considering a career in public service.
5. To provide an understanding of the wide range of working conditions and environmental conditions which should be considered in choosing an occupation in public service as a career.

B. Suggested Teaching Activities:

1. Go on field trips to several places concerned with public services; such as, fire station, police station, banks. Notice the working conditions under which people work and also the nature of their work.
2. Watch the 8mm films published by Encyclopedia Britannica Education Corporation showing various occupations within the public service field.
3. Assign a student to interview a policeman who travels around the area. Report to class his feelings on moving around and of the environmental and working conditions of a policeman.
4. Have students construct a chart on job trends and outlook in public service in your area; also include job-entry requirements and show the training needed for various jobs in this field. A source of reference for this information is the Annual Manpower Planning Report by the Arkansas Employment Security Division, Little Rock, Arkansas.
5. Have students demonstrate the tools or equipment used from five different occupations listed in the public services cluster.
6. Have students model various types of uniforms worn in public service occupations and role play situations involving the people that wear the uniforms in public service.
7. Play charades acting out different occupations in the public service field.
8. Listen and watch the cassettes and filmstrips on different public service occupations published by Coronet films or by other publishers.
9. Let some students act as the teacher for one period.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), 1965 3rd Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402

2. Occupational Outlook Handbook, 1972-73 Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402.

3. *Annual Manpower Planning Report*, Arkansas Employment Security Division Little Rock, Arkansas, August, 1973.
4. "Public Service Wrokers", Eye Gate, Jamaica, New York, (6 filmstrips - 3 cassettes).
5. "Our Community Helpers". Series I & II, Baker & Taylor Co., P. O. Box 230, Momence, Illinois 60954 (10 filmstrips).
6. Community Helpers Series, "Fireman on Guard", "Policemen-Day and Night", "Health - You and Your Helpers", "Postman - Rain or Shine", Aims Instructional Media Services, Inc. P. O. Box 1010, Hollywood, California, 90028 (Sound filmstrip kit).
7. Public Services Comic Book, King Feature Career Awareness Program, 235 East 45 Street, New York, N. Y. 10017.

STUDENT SECTION - UNIT 20A: GENERAL FACTORS TO BE CONSIDERED ABOUT THE PUBLIC SERVICES CLUSTER

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. List five specific public service occupations in the immediate area where he lives.
2. Name the one major contribution for five public service occupations that are common to the area.
3. Name three characteristics of the work requirements for five occupations in this cluster.
4. Define mobility and explain on paper why some occupations in Public Service are becoming more mobile.
5. Give the trends and the outlook for the Public Service field.
6. List four entrance requirements for two Public Service occupations.
7. Give four working or environmental conditions for two Public Service occupations in the area.

B. Pretest:

Choose the correct answer(s):

1. This public servant serves the people by keeping the city or town clean (a) police (b) lawyer (c) sanitarian.
2. Some public services serving the people in the immediate area (a) oil well driller (b) postal carrier (c) roustabout.
3. An occupation in public services that is mobile (a) patrolmen (b) insurance agent (c) bank teller.
4. The outlook of a job consists of (a) the area in which it is located (b) the employment opportunity and trends (c) the environmental conditions.
5. If a job is moving ahead successfully then the trend is (a) negative (b) positive (c) neutral.
6. Having an aptitude for a particular job is one of the (a) personal requirements (b) management requirements (c) job-entry requirements.
7. Having to be of legal age to work is a (a) personal requirement (b) management requirement (c) job-entry requirement.
8. When it is said that a job is hazardous, this refers to (a) working conditions (b) location of work (a) A and B.
9. Environmental conditions mean that the job will be (a) inside or outside (b) hot or cold (c) well paying.
10. The physical requirements for jobs in Public Services (a) vary with the job (b) mean nothing when applying for a job (c) are hard to meet.

ANSWERS: 1.c, 2.b, 3.a, 4.b, 5.b, 6.a, 7.c, 8.a, 9.a, b, 10.a.

C. General Information:

Crime is very prevalent in the United States. When a crime is committed something is usually taken. When that something is taken, you want it back and that is when the public services of policemen, state patrolmen, and possibly the FBI are rendered. These people, who represent only a small segment of public service, are very important to us in our daily lives.

To make sure the criminal gets his just punishment, we have lawyers and courts. Lawyers are rendering a public service, also.

The environmental segment of public services is of great importance. This includes workers such as exterminators, geologists, foresters, and marine scientists. These people are always doing research and working to better the lives of people.

Due to the large population in the United States, workers in public services have had to become more mobile. One example of this is policemen. While on patrol, they have more area to supervise; thus, their job has become quite mobile. Other workers whose occupations have become more mobile are postal carriers. They have more people for mail delivery. One good and rather new aspect of mobility is the space program. People working in this area have become very mobile.

In looking at a job as a possible job choice, one must always look at trends, outlook, and developments of that job. In looking at a five-year projection of trends in the Annual Manpower Planning Report in service occupations, 23,300 new workers will be needed for replacement purposes and 6,320 will be needed for projected expansions. There should be a demand for protective service workers of about 1,900 during the next five years.

The jobs available for workers are varied as is the nature of work involved in each job. In many of the personal service occupations, one must work at night, others may have to stand all day. These are aspects that one needs to consider when choosing a job. There are certain requirements that must be met before a job can be obtained. Consideration should always be given to the job requirements, whether they be physical, job-entry, or others, before a decision is made regarding a career.

Other important aspects to look into in selecting a job are the working conditions and environmental conditions. Some public service jobs require outdoor work in all seasons. These jobs could be hazardous, also. This is where you need to make another decision. You might like the job, but you don't like the hours, or the outside, or being in danger of injuring yourself. As you can see these are important questions to ask yourself in choosing any job.

D. Review:

1. Why are occupations in the public service field important to our economy?
2. What impact does population change have in employment trends in Public Service occupations?
3. What effect does modern technology have on the creation of new Public Service occupations, eliminating some?
4. What is the occupational outlook for Public Service occupations in your state? Are there any present related newspaper articles?
5. What are the advantages and disadvantages of jobs that are highly jobile?
6. What are the entrance requirements for most jobs in Public Service?
7. Are the trends in the Public Service occupations been positive or negative?

E. Post-Test: Same as pretest.

UNIT 20B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN PUBLIC SERVICES SELECTED BY THE STUDENT

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students the opportunity to research complete information on two specific occupations within the public service cluster.
2. To guide students in assessing possible occupational information in light of their own personal needs, aptitudes, and preferences.
3. To further develop proper techniques for making wise vocational choices.
4. Have students record resources used and evaluate the accuracy of information. (See Appendix I)

B. Suggested Teaching Activities:

1. Provide students with the forms to collect occupational information. Review and explain each item on the form so the student will know what to do and how to do it.
2. Have students select the occupations they wish to research within the Public Service cluster; have them record the information on the form.
3. Guide the student in writing a tenative favorable or unfavorable decision, giving reasons based on the major factors they considered.

C. References:

1. D.O.T. (Dictionary of Occupational Titles), Volume 1, Definition of Titles, 3rd Edition, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402.
2. Occupational Outlook Handbook, Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402. 1972-73 Edition.
3. Career Exploration and Planning, Bruce E. Shertzer, Houghton Mifflin Company, Dallas, Texas.
4. The ABC's of Getting a Job, Eye Gate House, 146-01 Archer Avenue, Jamaica, New York, 11435 (8 filmstrips - 4 cassettes).
5. Foundations for Occupational Planning, Singer Education Division, 1345 Diversey Parkway, Chicago, Illinois 60614 (5 filmstrips).
6. "Choosing a Vocation", Baker and Taylor Company, Audio-visual Services Division, P. O. Box 230 Momence, Illinois, 60954 (1 filmstrip - 1 cassette).

STUDENT SECTION - UNIT 20B: COLLECTING INFORMATION ON TWO OCCUPATIONS IN PUBLIC SERVICES

A. **Student Behavioral Objectives:**

Upon completion of this unit the student will be able to:

1. Show information gathered on two occupations within the Public Services cluster.
2. Give basic reasoning why the two occupations researched are favorable or unfavorable career choices.
3. File completed information forms in notebook for later reference.
4. List five sources of occupational information on Public Service occupations.

B. **Pretest:**

Directions: Place"T" in the ( ) before each item that is true and "F" before each item that is false.

( ) 1. Considering important factors about occupations is a way of choosing an occupation.
( ) 2. Anyone is suited for any occupation within the Public Service field.
( ) 3. In selecting a career a wise decision can be made without exploring several occupations.
( ) 4. If you like the job, then you are qualified for it.
( ) 5. To make a career of a job you should really want to work at it.
( ) 6. If you have a high school education, then you have met full qualifications to be a lawyer.
( ) 7. A person who enjoys his occupation does better work.
( ) 8. The D.O.T. is a helpful device in job researching.
( ) 9. The trends of Public Service occupations are positive.
( )10. Public Service occupations should dead-end in a few years.
( )11. Stability is a quality needed for working in Public Service.
( )12. One's physical health is an important consideration in choosing a job in Public Service.
( )13. An oceanographer deals entirely with Bublic Service occupations.

ANSWERS: True - 1,5,7,8,9,11,12 ---- False - 2,3,4,6,10,13

C. **General Information:**

In exploring the field of Public Service, you may find many jobs that interest you, but there are numerous questions one must ask himself about the job he is considering as his career.

Being motivated by a job is very important because a person who likes his occupation does much better work, but being motivated by a job is not the only thing one must consider when choosing a career for life. A person must look at himself objectively. Even though he may be very interested in a certain occupation, he should examine very closely the qualifications needed to obtain this job and keep it. Suppose your physical health does not meet the physical requirements of a particular job. This does not mean that you have to quit looking in the Public Service field for a job. It just means you need to find a job more suited to you.

To help you in compiling pertinent information on two specific jobs in Public Service, you can use the Guide for Collecting Occupational Information furnished by the teacher. It will help you keep your information uniform. You should consider all sources of information to research for the occupation.

You have had an opportunity while studying the Public Service occupations to learn the different sources to obtain information. Remember they are printed materials; visual materials, including what you observed on a field trip or otherwise; audio materials, including what you have heard speakers say; real materials; and "hands on activities" with tools, machines, equipment, and simulated work processes. If you desire more information from anyone of the sources check with the teacher.

Besides exploring your first job choice, choose two alternate occupations also. There are times when unforeseen things happen and you possibly could not carry through with your first job choice, but you could with one of your alternate choices. Use similar information sources for your alternate choices that you used for your first choice.

D. Review:

1. What factors do you consider to be most important about the occupation?
2. Can your disqualifying factors, if any, be overcome in a public service job you prefer?
3. What can be done to overcome these factors?
4. If disqualifying factors for one specific job in the Public Service field cannot be overcome, what should one do?
5. What are some requirements that must be met to get a job?
6. What type of information sources should be used in researching a job possibility?

E. Post-Test:

Same as pretest.

UNIT 21: SELECTION OF A TENTATIVE CAREER CHOICE AFTER CONSIDERING ALTERNATIVES

PURPOSE: This unit should be completed after all fifteen clusters have been studied and one occupation and one alternate of each cluster have been selected as the most favorable. The career choice and alternate selected in this unit will be used in Chapter III for planning a training program. This unit will help the student to simplify and summarize the study of the fifteen clusters.

TEACHER SECTION:

A. Teacher Objectives:

1. To realize that serious but not final consideration should be given to selecting the most favorable occupation from the study of various occupations.
2. To consider the present achievement of the student and how it may effect success on the job.

B. Suggested Teaching Activities:

1. Complete the form for making a final selection, (see student section).
2. Ask each student to write a statement outlining the major factors he or she considered in selecting the final occupation and an alternate.
3. Ask each student to discuss his or her plan with his guidance counselor and/or orientation teacher, and parents.
4. Complete the self-rating forms and discuss academic achievement, hobbies, part time jobs and other factors that may affect success on the job.

C. Factors to Consider:

1. Interest
2. Aptitude
3. Salary schedule and advancement
4. Location of occupation
5. Amount of travel required
6. Working environment
7. Type of work
8. Fringe benefits
9. Future outlook for job
10. Initial capital required
11. Education or training required
12. Hours per week
13. Safety factors
14. Employer-employee relations
15. Cost of living
16. Public relations
17. Other information recorded about each occupation in Chapter III.

D. References:

1. "The Big Question - Choosing Your Career", Association Films, Inc., 1621 Dragon Street, Dallas, Texas 75207.

2. "Foundation For Occupational Planning", Society for Visual Education, (five color filmstrips with captions).

3. Manpower Research and Training, Secretary of Labor, Washington, D. C.

4. Career Guide for Young People, Mary R. Moore, Doubleday & Company, Garden City, New York.

5. Careers, Robert Larsen and Ralph Stenstrom, Follett Publishing Company.

6. Career Planning, An Outline for the Ninth Grade, Gene Hanson, Minnesota, Department of Education, St. Paul, Minnesota 55101.

7. "Career Planning in a Changing World", film, Popular Science Publishing Company, 239 W. Fairview Blvd., Inglewood, California 90302.

8. Films available from the Department of Education Film Library, Little Rock, Arkansas 72201: "Finding the Right Job", "Finding Your Life Work", "Footsteps to the Future".

9. "Let's Look at Careers", film, Essential Education, Box 968, Huntsville, Texas 77340.

TAKE OFF THE BLINDFOLD IN CHOOSING YOUR LIFE'S WORK

STUDENT SECTION - UNIT 21: SELECTION OF A TENATIVE CAREER CHOICE AFTER CONSIDERING ALTERNATIVES

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Complete to the satisfaction of his teacher the forms contained in this unit (My Record and Making a Final Selection of a Tentative Choice).
2. Show an understanding of the implications of past experience by discussing future plans in a manner that indicates to the satisfaction of his guidance counselor and/or vocational orientation teacher an understanding of the significance of past experience.
3. Write an evaluation outline that in the judgment of his career orientation teacher takes into account appropriate and complete information about himself.
4. Write a narrative that in the judgment of the teacher takes into account the things about the student which should be considered before making a tentative choice of a specific occupation.

B. Pretest:

Because of the nature of this unit a pretest is not included.

C. General Information:

Refer to following page for personal record and test information forms.

C. General Information:

MY RECORD

INFORMATION ABOUT MYSELF

Name______________________________ School___________________________

List below your grade averages for the following courses:

School Marks	7th Grade (year average)	8th Grade (year average)	9th Grade (marking periods)
Art			
English			
Social Studies			
Science			
Mathematics			
French			
Home Economics			
Industrial Arts			
Agriculture			

TEST INFORMATION

Your teacher or counselor may have test information which you may want to record here.

Abilities, Intelligence, Aptitudes Tested	Date Test Given	Performance (Use X to Indicate Position				
		Low	Below Average	Average	Above Average	High
Interests - Write names of interest areas under the appropriate headings to the right so as to indicate how you stand as revealed by an interest test or inventory.						

Record here any information about extracurricular activities, hobbies or part-time jobs. Place an L by those you liked very much. Place a D by any which you disliked.

FORM FOR MAKING A FINAL SELECTION OF A TENTATIVE CHOICE OCCUPATION FROM THE FIFTEEN DIFFERENT CLUSTERS INCLUDED IN THIS COURSE.

1.______________________________ Occupation from the cluster you most enjoyed.
______________________________ Alternate
2.______________________________ Occupation from the cluster you lease enjoyed.
______________________________ Alternate
3.______________________________ Occupation from the cluster in which you have a special interest.
______________________________ Alternate
4.______________________________ Occupation from the cluster in which you have the least interest.
______________________________ Alternate
5.______________________________ Occupation from the cluster in which you have special abilities.
______________________________ Alternate
6.______________________________ Occupation from the cluster in which you have the least abilities.
______________________________ Alternate
7.______________________________ Occupation from the cluster having the best outlook.
______________________________ Alternate
8.______________________________ Occupation from the cluster having the poorest outlook.
______________________________ Alternate
9.______________________________ Occupation from the cluster providing the best economic returns.
______________________________ Alternate
10.______________________________ Occupation from the cluster having poorest economic benefits.
______________________________ Alternate
11.______________________________ Occupation from the cluster requiring the most training.
______________________________ Alternate
12.______________________________ Occupation from the cluster requiring the least training.
______________________________ Alternate
13.______________________________ Occupation from the cluster with the best working conditions.
______________________________ Alternate
14.______________________________ Occupation from the cluster with poorest working conditions.
______________________________ Alternate
15.______________________________ Occupation from the cluster with the best chance for advancement
______________________________ Alternate
16.______________________________ Occupation from the cluster with the least chance for advancement.
______________________________ Alternate
17.______________________________ List below the occupation and the alternate that has the most favorable factors for a career choice. Write a summary report involving the major factors used to determine your decision.

D. Review:

1. Are you willing to take a training program for your selected occupation?
2. Do you feel the need for further exploring the occupation you have chosen? Why or why not?
3. Would you be satisfied with a job in the area of your alternate choice?
4. Would you like to explore your alternate choice further?
5. Be sure to preserve the record of making your tentative decision as it will be used in the remaining chapters of the orientation course.

E. Activity:

If possible, arrange a separate conference with your orientation teacher, the counselor, and your parents, and take this report with you.

1. In each conference present the report and point out the reasons for your tentative choice of the occupation and alternate.
2. Ask them what they think about your reasons for the choice. Write down the points of guidance obtained from each conference. Bring the report back and make the final report to your orientation teacher. Save the report for your next step.

CHAPTER III

MAKING A LONG RANGE TRAINING PLAN

This chapter provides the teacher an opportunity to help students recognize the need for both general and vocational education, as well as the importance of continuing their education after becoming employed. Students should understand the relationship between education and their future occupation and life. They should realize that planning their educational future is very important. Although the training plan may be flexible it should cause them to seriously consider the education they will need to enter and advance in the occupation of their choice. It is obvious that a well-taught Orientation Course and the information obtained about student needs for training should provide valuable insights for the faculty of local schools to use in planning the secondary curriculum.

UNIT 22: PLANNING YOUR HIGH SCHOOL PROGRAM

PURPOSE: It is necessary that students understand how school can prepare them for working at the occupation of their choice, so that they will make a serious effort to develop an appropriate training program. The choice to be made at this point should not emphasize specific course offerings, but rather, course groupings or curricular areas. Aptitude and interest surveys should give the orientation teacher and the student some of the information needed to accurately appraise the student's secondary school needs. The reversibility of this decision should be kept in mind by all concerned and a student should be permitted to change, compromise, or alter curricular offerings to meet his individual needs.

TEACHER SECTION:

A. Teacher Objectives:

1. To assist the student in selecting the curricular tract or elective courses that will provide the secondary training the student needs to prepare him for his "next step."
2. To equip every student enrolled in a vocational orientation class with such knowledge and skills that he will know and have a desire to plan wisely his high school program so that he will be better equipped to enter the world of work or further training.
3. To acquaint students with the subject offering of his school and what may be learned in each subject.

B. Suggested Teaching Activities:

1. List the general level of educational development required for the nine categories of occupations listed in Volume II of the Dictionary of Occupational Titles.
2. List the core courses secondary students must complete in the different curriculums offered by the school.
    a. College preparation
    b. Business and clerical
    c. Vocational-technical
    d. General education
3. Have students interview persons who work within the broad category of occupations they selected in the various clusters.
    a. Educational level of persons in the occupations
    b. Whether educational requirements have been raised or lowered since workers were hired
    c. Whether the workers wish they had more education
    d. Whether the workers feel that more education would help them to perform better or advance in their job.
4. Ask students to develop a tentative high school training program that

focuses upon the preparation needed for their "next step." Provide a form on which students can record their plans. (Use Student Plan Sheet and My Record Self-Rating Sheet found in student section of this unit.)

5. Provide students an opportunity to simulate making career and educational plans for various occupations through use of the Life Career Game.
6. While students in the orientation class are making their high school training plans based on individual needs, interests, and abilities, it is appropriate to involve counselors, parents, and other teachers in helping the students to assess their needs and in evaluating the various educational offerings available to them. A banquet for each orientation class might be organized so as to involve teachers, parents, and students in reviewing the programs available to meet student needs. This can be an annual highlight for each vocational orientation class.

C. Factors to Consider:

1. Occupational goal selected earlier:
    a. Broad classification of work (professional or other category) that the student is likely to enter on the basis of his aptitudes and interests.
    b. The general level of educational development required of persons who enter this broad group of occupations.
2. Curricular offerings of the school:
    a. Vocational-technical
    b. College preparatory
    c. Business and clerical
    d. General education
    e. Special offerings
        1) Electives - special education, enrichment, etc.
        2) Independent study
3. Does the school provide the necessary training, or background for training in this broad group of occupations?
    a. What is the nature of each possible curricular choice?
        1) What subjects are included in each curriculum?
        2) Do you possess the necessary aptitude to master the subject offerings?
        3) Do you need to maintain a certain grade point average to qualify for your "next step?"
    b. Where will the choices lead?
        1) Further study - college, vocational-technical school, etc.
        2) Entrance to the world of work
4. Evaluation of final decision
    a. Orientation teacher
    b. School counselor
    c. Parents

D. References:

1. Occupational Information, Hoppock, McGraw-Hill Book Co., New York
2. Life Career Game, Dept. of Education 6401 Linda Vista Rd., San Diego, Ca.
3. Finding Your Orbit, Haldeman, Hoffman, Moore & Thomas, Chronicle Guidance Publications, Moravia, New York.

ARE YOU PLANNING YOUR HIGH SCHOOL PROGRAM

STUDENT SECTION - UNIT 22: PLANNING YOUR HIGH SCHOOL PROGRAM

A. Student Behavioral Objectives:

Upon completion of this unit the student will on a written test be able to:

1. Complete to the satisfaction of his vocational orientation teacher and/or guidance counselor the selection of appropriate high school courses for attaining his career goals.
2. Write with 80% accuracy the information which in the judgment of the teacher shows an understanding of the basic content of at least six high school courses.
3. Write a short essay which shows to the satisfaction of his vocational orientation teacher an understanding of the relationship between interests, abilities, and values and how they affect our decisions in course selection.
4. Answer the items on a completion test relating to the content of this unit with 80% accuracy.

B. Pretest:

1. A "decision-point" involves
   ____a. a time when a decision must be made.
   ____b. at least four possible alternative courses of action.
   ____c. putting off a decision.
   ____d. all of these (a,b, and c).
   ____e. none of these (a,b, and c).
2. The question, "What subject do I have to choose from?" involves the stage of
   ____a. "exploration."
   ____b. "evaluation."
   ____c. "clarification."
   ____d. all of these (a,b, and c).
   ____e. none of these (a,b, and c).
3. The stage of "evaluation" consists of
   ____a. finding more alternatives.
   ____b. eliminating all the alternatives except one.
   ____c. linking information about the person to each alternative.
   ____d. all of these (a,b, and c).
   ____e. none of these (a,b, and c).
4. The stage of "choice" is
   ____a. a part of "exploration."
   ____b. the same as "decision."
   ____c. always followed by "evaluation."
   ____d. all of these (a,b, and c).
   ____e. none of these (a,b, and c).
5. "I am going to take a business major, but I guess I'll look at the courses again to make sure" is a statement which illustrates the stage of
   ____a. "exploration."
   ____b. "evaluation."
   ____c. "crystallization."
   ____d. all of these (a,b, and c).
   ____e. none of these (a,b, and c).

6. An "alternative" is
____a. a course of action open to a person.
____b. a stage in the decisionmaking process.
____c. a measure of a person's motivation.
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

7. A person's capacity to use numbers as symbols is an example of
____a. an "interest."
____b. an "ability."
____c. a "value."
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

8. A person's "interests" are related to what he
____a. should do.
____b. can do.
____c. likes to do.
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

9. A person's "values" are related to what he
____a. should do.
____b. can do.
____c. likes to do.
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

10. When a person takes a "standardized" test the score he receives
____a. is his "true" score.
____b. is not to be trusted.
____c. is right since the test is standardized.
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

11. A "percentile" shows where a person stands in relation to
____a. his plans.
____b. a norm group.
____c. his teachers.
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

12. A "norm" group consists of
____a. all of the students in a particular grade.
____b. all students in the top half of their class.
____c. a group whose scores are used to standardize a test.
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

13. Knowing which "quartile" one's score falls in is helpful in
____a. placing oneself in relation to the norm group.
____b. learning more about oneself.
____c. making plans that may be relevant to that score.
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

14. A "curriculum" is
____a. a word indicating difficulty level of a high school course.
____b. a suggested program of courses planned to meet certain objectives.
____c. all of the planned learning activities in a school.
____d. all of these (a,b, and c).
____e. none of these (a,b, and c).

15. The word "required," when applied to high school courses, designates
    - ____a. all courses essential for meeting graduation requirements.
    - ____b. only the courses required by law.
    - ____c. the courses which must be taken by everyone in a given curriculum.
    - ____d. all of these (a,b, and c).
    - ____e. none of these (a,b, and c).
16. An "elective" course
    - ____a. may be taken by anyone.
    - ____b. is one which may be chosen by someone who meets the prerequisites.
    - ____c. has to do with learning about elections.
    - ____d. all of these (a,b, and c).
    - ____e. none of these (a,b, and c).
17. Current use of the term "occupational choice" stresses the idea that it is
    - ____a. a complex process occurring over a considerable period of time.
    - ____b. the single most important choice a person ever makes.
    - ____c. imperative to have a college degree to enjoy success in an occupation.
    - ____d. all of these (a,b, and c).
    - ____e. none of these (a,b, and c).
18. Values are defined as having to do with what a person
    - ____a. can do.
    - ____b. actually does.
    - ____c. wants to do.
    - ____d. has the opportunity to do.

C. General Information:

In previous units you have discussed the decisionmaking process. You have learned that to be a good decider you need decisionmaking skills. "Facts" become "information" when they have some meaning to you personally. Were you given 1000 yen you would not know what you had until you knew the value of a yen which is a Japanese dollar. Facts about courses become valuable information when you have the facts available and when the facts have meaning to you personally. Now if someone tells you that a yen is "play" money and worthless, you have the wrong information and you may make the wrong decision. The same is true, of course, when you think of selecting courses for your high school years.

Do you have the right information about courses open to you next year?

Do you have the right information about the courses which will prepare you for the occupation you have tentatively chosen?

You will remember that abilities are what we can do. Interests are what we like to do and though we may be interested in playing basketball we may not have the ability.

We must take the inside information we have (facts about abilities, interests, and values) and the outside information we have (facts about your high school and the courses open to you) and make a decision about the courses you plan to take.

All of us are aware that many times we want one thing and have to give it up for something else. What happens is we prefer one thing more than another or we value doing one thing more than we do another. We can measure the value of something to us by what we are willing to do, or pay, or give up in order to get it.

As an example of values let us suppose you want a Honda. Suppose you are able to earn the money to purchase it by stacking canned goods on shelves in a grocery store. You are not really interested in stacking canned goods but you "value" the Honda more.

Values may be defined as attitudes that determine what you will do. Values are and should be closely related to goals. You should consider your values and the part they play in course selection. The value system we have amy cause us to select a course because "Mary Jane" or "Bob" is taking it, rather than selecting it because it will help us in our future career. This is our choice. Good decisionmaking requires that we look at interests, abilities, and values.

The material which follows is intended for use for those of you who do not have a handbook which lists the courses offered in your school and a good description of the course. If your school has course descriptions, use them in planning your course work in high school. If not, use this material to begin thinking about appropriate courses.

Business Mathematics: This is a required course for all business majors in the 10th grade and an elective course for others. The four basic mathematical processes are given a thorough review. Review of fractions and improvement of the skills in using percentages is also covered. Preparing payrolls and other business forms allows us opportunities to apply the skills we have reviewed.

Personal-use Shorthand: The chief objective of this course is to give the college-bound student a mastery of the most effective techniques of note taking, using a quick, easy-to-use writing system--an adaptation of Gregg Shorthand especially designed for the note-taking needs of the college-bound student. The course should be taken for both terms if usable skill is to be acquired. Although the primary purpose of this course is for college note taking, it can serve as a basis for future vocational skill. However, because of the difference in primary objective, students majoring in business may not take this course in the place of the regular shorthand course.

During the first term, the student learns the alphabet and word-building principles of personal-use shorthand and makes a start in the application of this skill in taking notes.

Typewriting (First Year): This course is intended primarily for students interested in a business career; however, it may be elected by nonbusiness students in place of Personal-Use Typewriting. Term I covers mastery of the keyboard, typewriting techniques, application of skills, including introduction of numbers and special characters, and simple typing problems and drives for speed and accuracy.

Typewriting (Second Half) - Prerequisite: First Year. This course is a continuation of the first term with stress on business letters, production typewriting, centering problems and tabulations. Envelopes, enclosures, column headings, second sheets, carbon copies, and erasing are introduced. Intensive drives for speed and accuracy are emphasized with specific stress on proofreading and correction of errors.

Technical Drawing I: For the beginning student in drawing, this course will introduce the pupil to the equipment used by a draftsman and help him to develop basic skills in the use of those tools. The emphasis will be on quality, requiring neat printing, good line technique, and accuracy of measurement. The course will carry the pupil through elementary multiview drawing. Pupils who had the usual junior high drawing program should elect this course.

Biology II - Man in a Living World: The student entering this program should come armed with basic arithmetic skills, ability to read science literature of appropriate difficulty for this age level, and some background in knowledge of science.

The feeling exists that many of these students will take no more science in school, very few will become research biologists, and only a slightly larger proportion will enter the biological professions. If, as is suspected, this is true, then this biology course should provide the student with a background in biology that is as advanced as the 15-16 year old mine will permit. Subject matter should be selected to increase his effectiveness as a future citizen. This hope exists that the present program is such a course and that it will be of value to the service attendant, the housewife, the physician, the biochemist.

The course is laboratory oriented. Students will be involved with the making of observations, collection of data, graphing and interpretation of data, and prediction from derived understanding. The ecological aspects of biology will be emphasized. This emphasis follows from the thought that understanding of the way in which a biological community functions is of great importance to any citizen. Problems created by increasing human populations, by depletion of resources, by pollution and the like, are ecological problems. The student will very likely leave this program with an increased understanding of his own body so that this aspect of an inquiry into life will not be neglected.

English (First Year): Course IA, an advanced college preparatory program for pupils whose ability in English is outstanding, prepares pupils to compare and evaluate literary works: their structure, theme, artistic temper, period, style, and vision of life. It prepares pupils to write and speak fluently in a style of their own. They are invited into the program through counselor and teacher recommendations.

Family Living (First Year): Family living courses have been designed for those students who have been placed in the special course by their principal. The course closely parallels that of Home Economics I, but is conducted at a slower pace with a smaller number of students receiving individualized attention.

Driver Education: Never was it more essential for drivers to be skillful and safe operators of motor vehicles. Consequently, emphasis is placed on knowledge of traffic and safety rules, sound driving practices, and simple preventive maintenance. Dual control cars are used to develop necessary skills and to help teach students the fundamentals of car operation. A sound understanding of traffic regulations and the need to obey them are stressed in this course.

D. Review:

1. What is a curriculum?
2. What is an elective course?
3. What is an independent study?
4. How many curriculums are offered by your school?
5. What are they?
6. What steps will each curricula prepare a student for?
7. Review the general educational requirements of the occupation of your choice.
8. In what way will completing high school assist in training you for this occupation?
9. Be sure to preserve your long range training plan as you will need to refer to it for the remainder of this course as well as throughout high school.

STUDENT PLAN SHEET

Name______________________________ Grade______ College Choice__________________

Plans after Graduation________________________ Hobby___________________________

____

19__19__ 7th Grade
Subjects

1.________________________
2.________________________
3.________________________
4.________________________
5.________________________

19__19__ 8th Grade
Subjects

1.________________________
2.________________________
3.________________________
4.________________________
5.________________________

19__19__ 9th Grade
Subjects

1.________________________
2.________________________
3.________________________
4.________________________
5.________________________

19__19__ 10th Grade
Subjects

1.________________________
2.________________________
3.________________________
4.________________________
5.________________________

19__19__ 11th Grade
Subjects

1.________________________
2.________________________
3.________________________
4.________________________
5.________________________

19__19__ 12th Grade
Subjects

1.________________________
2.________________________
3.________________________
4.________________________
5.________________________

Medals Won:

Participation in Clubs:

Other:

MY RECORD

SELF-RATING SHEET

Name: ______________________ Date: ______________________

Interests:	Comparison with Others	Self Ranking
Outdoor	1.....25.....50.....75.....99	
Mechanical	1.....25.....50.....75.....99	
Computational	1.....25.....50.....75.....99	
Scientific	1.....25.....50.....75.....99	
Persuasive	1.....25.....50.....75.....99	
Artistic	1.....25.....50.....75.....99	
Literary	1.....25.....50.....75.....99	
Musical	1.....25.....50.....75.....99	
Social Service	1.....25.....50.....75.....99	
Clerical	1.....25.....50.....75.....99	
Values:		
Theoretical	1.....25.....50.....75.....99	
Economic	1.....25.....50.....75.....99	
Aesthetic	1.....25.....50.....75.....99	
Social	1.....25.....50.....75.....99	
Political	1.....25.....50.....75.....99	
Religious (optional)	1.....25.....50.....75.....99	
Abilities:		
Verbal Reasoning	1.....25.....50.....75.....99	
Numerical Ability	1.....25.....50.....75.....99	
Space Relations	1.....25.....50.....75.....99	
Mechanical Reasoning	1.....25.....50.....75.....99	
Intelligence	1.....25.....50.....75.....99	

A SELF-CHECK FOR USING THE DECISION-MAKING MODEL

To what extent do you think you would actually use the decision-making model if you were faced with each of the following decision-points? (Circle the appropriate word.)

Decision-point	Extent of Use		
a. To go to college	none	some	a lot
b. To accept a part-time job	none	some	a lot
c. To choose an occupation	none	some	a lot
d. To go out for baseball	none	some	a lot
e. To take five major courses	none	some	a lot
f. To date someone for the first time	none	some	a lot
g. To take first year English	none	some	a lot
h. To work this summer as a camp counselor	none	some	a lot
i. To go to a technical high school	none	some	a lot
j. To enroll in a work study program	none	some	a lot

Which of the following statements involve interests, rather than abilities or achievement? (You may check more than one item.)

_____a. "I can't stand to think of sitting at a desk all day pushing a pencil."

_____b. "In spite of my poor grades on my last report card, I know I can do better in English."

_____c. "Having a goal helps me to do better in my courses."

_____d. "As I think of next year's program I feel that I must include some kind of musical activity since it provides so much enjoyment for me."

UNIT 23: PLANNING YOUR POST-SECONDARY VOCATIONAL AND/OR COLLEGE TRAINING PROGRAM

PURPOSE: Although the student will not enter post-secondary training for several years after studying this unit, his plan should serve as an outline of the preparation needed before enrolling in post-secondary training. Furthermore, an understanding of post-secondary entrance requirements should make his high school vocational and general education study more relevant and meaningful. It should also provide vital information to the student who is trying to determine his occupational and educational future.

TEACHER SECTION:

A. Teacher Objectives:

1. To give students the opportunity to prepare plans for post-secondary training.
2. To help the student understand the importance of completing high school in order to qualify for most post-secondary training programs.
3. To give the student information about training requirements which is helpful in making a logical occupational choice.

B. Suggested Teaching Activities:

1. Visit a college and vocational-technical school.
2. Write a technical school and/or college to obtain literature.
3. Ask students to complete the "My Plan for Training After High School" form.
4. Invite former students who have completed additional training to talk to the class about their experiences.
5. Invite representatives of colleges and post-secondary vocational schools to talk to the class.
6. List the educational requirements for different jobs. Review work done in previous chapters.
7. Take a field trip to a post-secondary school or community college.
8. Invite high school vocational teachers to talk with the class about training required to enter occupations related to their areas.
9. Prepare a list of courses that a student must have in high school before entering post-secondary training.
10. Plan a career days program for the high school students.
11. Contact the school counselor or teachers who have knowledge of a school of interest.

C. Factors to Consider:

1. The vocational-technical school or college to attend
2. The desired courses, length and approximate cost
3. Alternatives for lodging:
   a. Live at home and commute
   b. Live in dormitory
   c. Live in apartment
   d. Other

4. Tuition and fees--total cost
5. Rating of school-accreditation
6. Spending money
7. Student handbook
8. Scholarship and/or part-time work
9. Beginning pay when starting to work
10. Social organizations
11. Extra curricular activities
12. Prerequisite courses
13. When should a decision be made regarding post-secondary training?
14. Look at various schools within the state as well as out-of-state schools.
15. Placement after graduation
16. Facilities at school of interest
17. School staff
18. Purpose and objectives of the school-education and/or profit
19. Record of past graduates

D. References:

1. College, Careers, and You, Plummer, Robert, and Blacke, Clyde, Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois.

2. School Subjects and Jobs, Science Research Associates, 259 Erie Street, Chicago, Illinois.

3. Should You Go To College, Havichurst and Diamond, SRA, 259 Erie Street, Chicago, Illinois.

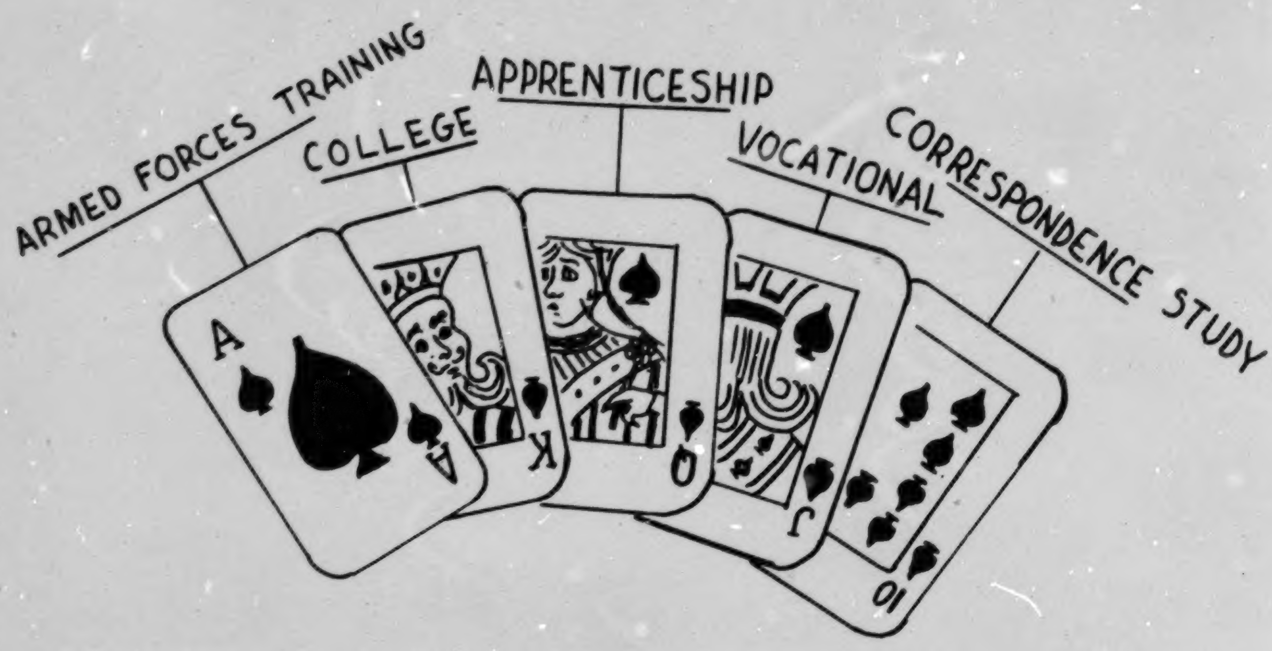
4. Arkansas Vo-Tech Schools, Vocational Division, Department of Education, Little Rock, Arkansas 72201.

5. State Department of Education Film Library, Little Rock, Ar. 72201.

6. Contact the registrar's office of colleges and vocational-technical schools and request catalogs.

PLANNING

POST SECONDARY


ARMED FORCES TRAINING
COLLEGE
APPRENTICESHIP
VOCATIONAL
CORRESPONDENCE STUDY
A
K
Q
J
10

GET
AN
EDUCATION

STUDENT SECTION - UNIT 23: PLANNING POST-SECONDARY VOCATIONAL AND/OR COLLEGE TRAINING PROGRAM

A. Student Behavioral Objectives:

Upon completion of this unit the student on a written test will be able to:

1. List two educational processes by name that may be selected after high school graduation according to this unit.
2. List at least three ways he may get financial aid while attending post-secondary training, according to information in this unit.
3. List five of the eight factors as presented in this unit as factors to be considered when deciding which school to attend after graduation.
4. List 7 of the 11 areas where more training is available after high school according to the information in this unit.
5. Correctly respond, on a teacher-made true/flase exam to 80% of the statements concerning post-secondary education as presented in this unit.

B. Pretest:

It is suggested that an interesting presentation by a member of a vocational-technical school or a presentation by a college representative be used instead of a pretest in this unit.

C. General Information:

Although the student will not enter post-secondary training for several years after studying this unit, his plan should serve as an outline of the preparation needed before enrolling in post-secondary training. Furthermore, an understanding of post-secondary entrance requirements should make his high school vocational and general education study more relevant and meaningful. It should also provide vital information to the student who is trying to determine his occupational and educational future. Most employers of any type employment prefer high school graduates. Whatever kind of job you choose in the future, it's important to get as much education as you can. This is true in high school now and will be true later in specialized trade, vocational-technical schools or colleges.

You have an opportunity to develop your skills and improve your ability to get a better job. No other country offers as widespread an opportunity to the individual who wants to improve his skills or broaden his education, as does ours.

Listed below are a few of many areas where more training is available.

✓ Adult Education
✓ The Armed Forces
✓ Technical institutes
✓ Business and industry
✓ Labor organizations
✓ Home study
✓ Proprietary schools
✓ Associations and groups
✓ Community colleges
✓ Business schools
✓ Colleges and universities

Financial assistance is available through a number of ways, such as: part-time jobs at school or in businesses in the city where the school is located; scholarships sponsored by civic groups and organizations; student loans from the Student Loan Guarantee Foundation of Arkansas, and Arkansas Rural Endowment Fund, Inc. Bank loans are also made to students. Special assistance is available through Manpower Development and Training, Veterans programs, Vocational Rehabilitation for Handicapped and also through Social Security programs. The public vocational technical schools here in Arkansas are relatively inexpensive. Some of the private ones are fairly expensive. The vocational instructor and guidance counselors at your school will be able to tell you if there are technical institutes nearby and what the requirements are and how much they will cost. Many communities now have community colleges. These colleges offer, usually at little or no fee, a wide range of courses. They include training for commercial jobs, technical occupations and work in the professions.

There are numerous business schools all over the country with courses lasting from a few months to four years. The price can vary but possibilities for work are available to help with the cost of room and board at many business schools. It should be remembered however that credit earned in a business school cannot be transferred to a liberal arts school.

The fact that more schooling pays off in lifetime earnings is illustrated by the following estimated projections by years of school completions, for men who were 18 years old in 1960.

Year of School Completed	*Income, Age 18 to Death*
8 years elementary	$233,137
4 years high school	316,328
7 or more years college	501,483

Generally, the college graduate earns two-thirds more in a lifetime than the high school graduate without special training.

The following are important factors to consider in making a decision on which college to attend.

1. The student's ability in relation to admission standards of particular school.
2. Costs, (Tuition, room and board, and travel).
3. Availability of courses of study desired
4. Smaller schools versus larger schools
5. 2-year college versus 4-year college
6. Living on campus versus commuting
7. Private versus public college
8. Benefit of a fully accredited school

Four factors are usually considered by directors of admission in applicant screening:

1. Intelligence and aptitude as measured by standardized tests
2. High school grades
3. Class standing in high school
4. Special talents and abilities of students

Summing up, colleges usually favor certain special talents, applicants with scholastic ability, and favorable character traits of student. As you become more definite about your career you can think more specifically about the kind of training that will be best for you after high school. It is important now to begin your plan so that you can meet the entrance requirements of the school you hope to enter.

D. Review:

1. Do you feel that you can do satisfactory work in a post-secondary program?
2. Are you presently doing satisfactory work in related subjects in high school?
3. You may have found interest in doing activities required by this occupation, but do you find interest in related academic subjects required by this occupation? If your interest is slight, can you tolerate the studying necessary to make satisfactory progress in these subjects? Why is this necessary?
4. What schools in the state offer training in your area of interest?
5. On what basis have you chosen your interest area?
6. What makes a person successful in a vocation?

POST-SECONDARY TRAINING AVAILABLE IN ARKANSAS

	A. M. and N. College, Pine Bluff	Arkansas Valley Vo-Tech, Ozark	Cotton Boll Vo-Tech, Burdette	Crowleys Ridge Vo-Tech, Forrest City	Delta Vo-Tech, Marked Tree	Foothills Vo-Tech, Searcy	Little Rock Vo-Tech, Little Rock	Oil Belt Vo-Tech, El Dorado	Petit Jean Vo-Tech, Morrilton	Phillips County Jr. College, Helena	Pines Vo-Tech, Pine Bluff	Red River Vo-Tech, Hope	Southwest Vo-Tech Institute, Camden	Twin Lakes Vo-Tech, Harrison	Westark Jr. College, Fort Smith
Advertising and Commercial Art													X		
Air Conditioning		X	X								X				
Appliance Service	X				X		X	X	X					X	
Auto and Diesel Mechanics															
Auto	X	X	X	X	X	X		X	X	X	X			X	X
Body Repair	X	X									X			X	X
Diesel					X	X			X		X	X			
Farm Equipment and Diesel					X	X					X				
Truck and Diesel												X			
Aviation Mechanics													X		
Brick Masonry	X														
Cabinetmaking											X				
Carpentry	X								X						
Heavy Equipment Operation									X			X			
Civil Engineering Technology													X		
Cleaning and Pressing															X
Chemical Technology													X		
Cooking											X		X	X	
Cosmetology	X	X			X										
Data Processing							X	X	X	X			X		
Drafting															
Architectural	X										X		X		
Civil									X				X		
Mechanical				X				X		X	X		X		X
General			X			X	X								
Electronics	X	X		X		X				X	X		X	X	X
Forestry												X			
Instrumentation													X		
Food Processing		X													
Dental Assistant							X								
Medical Laboratory							X								
Landscaping									X						
Machine Shop	X		X	X		X		X	X		X	X	X	X	X
Office Practice															
Secretarial		X	X	X	X	X	X	X	X		X	X	X	X	X
Accounting													X		
Bookkeeping		X	X	X	X	X	X	X	X		X	X		X	X
Nursing															
Practical Nursing	X			X	X	X	X	X	X		X	X		X	
Printing									X						
Sheet Metal Fabrication			X												X
Surveying									X						
Welding	X	X	X	X	X	X		X	X		X	X	X		

POST-SECONDARY TRAINING AVAILABLE IN ARKANSAS

	Gateway Vocational-Technical - Batesville	Forest Echoes Voc. Tech. - Crossett	Cossatot Vocational-Technical - DeQueen	Rice Belt Vocational-Technical - DeWitt	Great Rivers Voc.-Technical - McGehee	Rich Mountain Vocational-Tech. - Mena	Ozarka Vocational-Technical - Melbourne	Name not yet selected - Pulaski Co.	Northwest Voc.-Technical - Springdale	White River Vocational-Tech. - Newport
Air Conditioning		X		X					X	
Appliance Repair								X		X
Appliance Service							X			
Auto Body Repair	X									
Auto Mechanics	X	X		X	X	X	X	X	X	X
Building Trades	X		X	X	X	X	X	X		X
Business Education	X	X	X	X	X	X	X	X	X	X
Carpentry									X	
Cooking							X			
Diesel & Farm Equipment Mechanics				X	X			X		X
Diesel Mechanics									X	
Diesel and Heavy Equipment Mechanics			X							
Electrical and Electronics Maintenance		X	X							
Fabric Assembly								X		X
Forestry		X	X							
Heating				X						
Industrial Equipment Mechanics	X	X	X	X	X	X	X		X	
Industrial Maintenance								X		X
Inspection and Precision Measurement	X									
Machine Shop						X				
Practical Nursing	X		X	X	X	X		X	X	X
Saw Mill Training			X							
Tool and Die Making									X	
Truck Driving									X	
Welding		X		X	X					

MY PLAN FOR TRAINING AFTER HIGH SCHOOL

Kind of School or Institution________________________________

Name of School____

Address____

Date to Enter Training Program______________________________

NAME OF COURSES TO BE TAKEN	LENGTH	YR. TO TAKE	COST PER HOUR	EQUIPMENT NEEDED	TOTAL COST

LIVING CONDITIONS:

a. Live at home and commute. Approximate cost____________________

b. Live in dormitory. Approximate cost__________________________

c. Live in apartment near school. Approximate cost________________

d. Other. Specify cost____________________________________

UNIT 24: FINANCIAL PLAN FOR MEETING THE COST OF A TRAINING PROGRAM

PURPOSE: Many parents wait until graduation to become suddenly aware that they do not have the financial means for their children's post-secondary training. Sometimes a financial need confronts the child and parents at the beginning of high school causing the student to drop out. With some advance planning, students and their parents can usually find ways and means of paying for a post-secondary education. Determining the expected cost allows for the development of plans to meet the expenses. Lack of careful financial planning may result in underestimating the actual need and overestimating the available resources.

TEACHER SECTION:

A. Teacher Objectives:

1. To help the student make plans for financing his training program.
2. To take an early look at planning for financial needs so that adequate plans can be made. (Use Personal Budget Form.)
3. To evaluate the student's ability to meet his own financial needs.
4. To inform the student about where and how he may obtain financial assistance for training purposes.
5. To help the student realize that many types of financial programs are available to the student to assist him in gaining his desired educational goals in life.

B. Suggested Teaching Activities:

1. Lecture to class on means of obtaining financial assistance.
2. Invite representatives of schools and organizations to discuss their means of assistance.
3. Have students practice filling out application blanks.
4. Have students plan a tentative budget.
5. Assign students to gather materials and figure an estimated cost of attending a year of post-secondary education.
6. Invite personnel from vocational-technical schools, institutions, and loan agencies to talk to vocational orientation class.
7. Make students aware of the need for a confidential report of parents' financial status.

C. Factors to Consider:

1. Ways students can obtain finances:
    a. National Defense Student Loan---- $1,000 to $5,000
    b. Educational Opportunity Grants--- 50% matching basis
    c. Rural Endowment Fund ---- up to $600 per year
    d. Work Study -- for poor and disadvantaged only
    e. Student Loan Guarantee Program: undergraduate $1,000 to $5,000
    graduate $1,500 to $1,700
    f. Social Security Benefits

   - g. War Orphans Educational Assistance -- $200 per month and up 50% for Disabled Veteran's Children
   - h. Vocational Rehabilitation
   - i. Local bank loans
   - j. Youth Corps Worker
   - k. Company or industry sponsored aid
   - l. Central Employment Program
   - m. The JOBS Program, MDTA
   - n. The Five-Year Plan
   - o. Trust fund — personal savings
   - p. Personal loans
   - q. G.I. Benefits — $200 per month and up
   - r. Scholarships
   - s. Parental assistance
   - t. Summer jobs and/or cooperative training programs

2. Techniques of money management:
   - a. Fixed expenses
   - b. Variable expenses
   - c. Planning a budget
   - d. Loan repayment
3. Do not borrow more than necessary--earn as much as possible.

D. References:

1. Loan agencies and financial institutions.

2. Student aid offices at post-secondary institutions.

3. Student Loan Foundation of Arkansas, 1515 W. 7th, Little Rock, Arkansas.

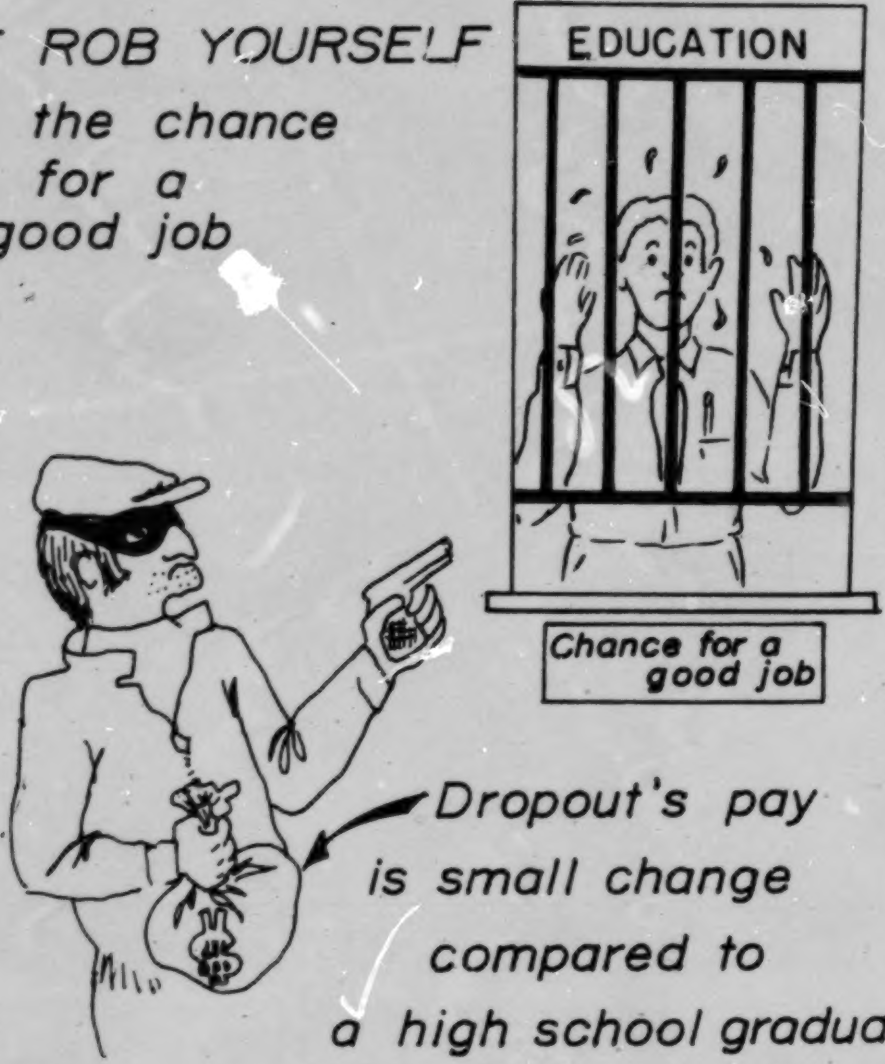
4. Films available from Department of Education Film Library, Little Rock, Arkansas 72201:
   - a. Bank and Credit
   - b. Fred Meets a Bank
   - c. Your Thrift Habits

5. Counselor files and personal knowledge.

6. Disabled Veterans Administration Benefits, Veterans Administration Office, Little Rock, Arkansas.

WHAT IS YOUR **FINANCIAL** PLAN?

DON'T ROB YOURSELF of the chance for a good job


EDUCATION
Chance for a good job

Dropout's pay is small change compared to a high school graduate's

STUDENT SECTION - UNIT 24: FINANCIAL PLAN FOR MEETING THE COST OF A TRAINING PROGRAM

A. Student Behavioral Objectives:

Upon completion of this unit the student on a written test will be able to:

1. Write in 200 words or less a financial plan for his post-secondary training which in the judgment of his teacher is a complete and adequate plan.
2. List at least five agencies from which student aid is available, according to the data in this unit.
3. Write a description according to the material in this unit of at least three financial aid agencies or institutions.
4. Write with 80% accuracy the answers to items on a completion test relating to the material in this unit.

B. Pretest:

A teacher-made pretest could be effectively used as a teaching aid for this unit, if the vocational orientation teacher desires to use one.

C. General Information:

Education costs money. Even though a vocational-technical education may require less time than a college education, it still requires a financial investment. How are you going to finance your post-secondary education?

Let's assume that you have made the first two choices: you have chosen your career occupation, and you have chosen the school where you would like to receive the necessary education and training. Unless you or your parents have the funds to finance your education, your next step is to explore the many sources of financial help that are available.

There are more scholarships, grants-in-aid, loan programs, and work study programs available to the high school graduate than ever before. The old axiom that "anyone who really wants an education can obtain it" has never been more true. The following discussions will attempt to deal with various of these possibilities.

The traditional way to pay for college is still the best method -- and that is by systematic savings in a savings account. Today, a college tuitions savings account should be a family budgeted item for each child. Every pay check should have something earmarked for these accounts. Regular deposits plus interest paid on savings will grow at a satisfying rate to achieve the tuition goal when you reach college age.

Insurance companies sell policies which combine life insurance with savings. This provides protection as well as cash value when needed at college age.

Colleges are increasingly giving assistance on the basis of financial need. Scholarship awards average $700 per student in private institutions compared with $408 in some other schools. However, it costs more in terms of tuition to attend a private college. Tuition costs less at state supported colleges and training institutions. The cost of room, board, and books is about the same at private schools, parochial (church) schools, and at state colleges.

The services of Vocational Rehabilitation help handicapped students to receive valuable training for a productive career. It provides counseling, guidance, medical examinations, needed resotrative services, training and other services to people who have physical or mental disabilities. Vocational Rehabilitation may pay partial or all tuition fees at public or private schools or colleges for persons with less than total handicaps.

Some Social Security benefits provide post-secondary training costs for students whose guardian is deceased but was covered by Social Security. You may be eligible for assistance up to age 22 if you meet other requirements.

Following is a listing of some of the institutions which make financial aid available to those desiring college or other vocational training.

- Fellowships
    - Universities, colleges
    - Private industries, organizations
    - Private individuals, foundations
- Scholarships
    - Universities, colleges
    - Private industries, organizations
    - Private individuals, foundations
    - Federal government
        - U.S. Higher Education Act, 1965
        - Armed Forces Education Assistance Programs
        - Armed Forces Reserve Officer Training Corps
        - Veterans' Administration
        - Armed Forces Academies
        - Merchant Marine Academy
        - Coast Guard Academy
        - Bureau of Indian Affairs
- Grants
    - Vocational Rehabilitation
    - National Defense Education Act, 1958
    - Veterans' Administration (GI Education Benefits)
    - Nurse Training Act, 1964
    - Private industries, organizations
    - Private individuals, foundations
- Loans
    - National Defense Education Act, 1958
    - Private individuals, foundations
    - Guaranteed student loans
    - Commercial banks and savings and loan associations

You will be able to get more information about any of these student aid sources from your guidance counselor.

The College Work-Study Program: is designed to help prevent the waste of talent occurring when capable high school graduates cannot continue their education because they lack money. It gives the student a chance to pay for part or all of his educational expenses by working at a part-time job. This program was established as part of the War on Poverty under Title I, Part C, of the Economic Opportunity Act of 1964.

The Educational Opportunity Grants Program: has the single purpose of making a college education available to high school graduates of exceptional financial need who, without the grants, would be unable to go to college at all.

The program was authorized by the Higher Education Act of 1965, and will continue indefinitely.

Grants ranging from $200 to $800 are made to students for each of the four years of undergraduate study. Colleges participating in the program select the student recipients of the grants and determine the amount the student needs.

The College Student Guaranteed Loan Program: Students in attendance or accepted for admission in any institution, on the approved list, are eligible to apply for loans for college expenses under the Guaranteed Loan Program authorized by the Higher Education Act of 1965.

Banks, savings and loan associations, insurance companies, credit unions, and similar supervised lending institutions may be lenders under this program. Programs may vary from state to state, but these are the general terms under Federal law within which they may operate:

> The maximum amounts a student may borrow will range from $1000 to $1500 per year. Students with an adjusted family income of less than $15,000 a year pay no interest while in an eligible school. The Federal government pays the lender the interest during this time. The student begins repayment to the lender when he graduates or withdraws from school.

Junior GI Bill: This bill provides educational opportunities for children, wives, and widows of veterans who died or were permanently disabled in or as the result of service in the armed forces of the United States.

A maximum of 36 months with $175 per month may be paid for a full-time student.

GI Bill: (Veterans Readjustment Benefits Act of 1966): provides educational opportunities to several million qualified service men and women.

Benefits are provided any veteran of the Army, Navy, Marines, Air Force, or Coast Guard who has served and was honorably discharged:

(1) Continuously on active duty for at least 181 days ending after January 31, 1955; (2) A veteran who served less than 181 days, if his active duty was ended by a service connected disability; (3) Persons still in service, if they have had at least two years active duty.

These benefits will be paid a maximum of 36 months, based on one and one-half months of benefits for each month of active duty.

Minimum benefits for a full-time student with no dependents amount to $175.00 per month.

D. Review:

1. What is the importance of budgeting your money?
2. What type financial aid would best suit your needs?
3. Have you included all likely costs so as to indicate the total need for income?
4. What are your qualifications for obtaining your own financial resources?
5. What duties and responsibilities pertain to the repayment of loans?
6. Where do you write to obtain information on scholarships?
7. Are you willing to make a plan and work toward following it?
8. Have you and your parents discussed your plans for post-secondary training and how it will be financed?

PERSONAL BUDGET FORM

You have just completed your training and you are now a qualified ________________.

You have moved to ______________________ (town) for your first job. You are married and must purchase a car.

Your monthly salary based on your study of your choice of a career occupation is $________.

Monthly expenses you may be expected to pay are as follows:

1. Rent or house payment: $____________
2. Grocery bill: $____________
3. Insurance: Car $_____________, Health $_____________, Other $___________
4. Utilities: $_______________ Deposit on utilities $______________________
5. Medical and/or Dental: $____________
6. Car Expenses (to include gas): $______________
7. Car Payment: $____________
8. Clothes: $_____________
9. Cleaning and Laundry: $______________
10. Recreation: $______________
11. Taxes: Federal $____________, State $_____________, Sales $_____________
    Property $___________, Social Security $_________________
12. Retirement: $______________
13. Lunch if away from home: $____________
14. Church or other organization (to include civic clubs): $_____________
15. Professional or union dues: $___________
16. Savings: $__________
17. Emergency Expenses: $______________

UNIT 25: FINANCIAL PLAN FOR OBTAINING EQUIPMENT, SUPPLIES, TOOLS, AND FACILITIES NEEDED TO ENTER THE SELECTED OCCUPATION

PURPOSE: Certain items must be obtained before starting to work in some occupations. It will be easier to acquire these items if their purchase can be spread over a period of time. Even though it may be a long time before the student will actually need the equipment, supplies, tools and facilities to work in a chosen occupation, the student should recognize the need for and cost of such items. This information may help the student in selecting or rejecting an occupation. Being aware of the cost of equipment and other items needed to enter a particular occupation enables the student to plan for their acquisition over a period of time. Students should be encouraged to talk with employees working in the occupational area chosen to obtain firsthand information on the tools needed, if any.

TEACHER SECTION:

A. Teacher Objectives:

1. To explore ways and means of obtaining the necessary equipment and other items necessary for working in certain occupations.
2. To help students understand the scope of investment in equipment and tools required to work in certain occupations.

B. Suggested Teaching Activities:

1. Provide the students with a budget form to record needs and costs, and a plan to finance the cost. (See business math book for form.)
2. Prepare a list of lending agencies.
3. Discuss the cost of interest of different types and length of loans.
4. Develop a skit. (Use a mock lending agency and allow students to apply for loans.)
5. Inventory the facilities required for selected occupations.
6. Make a complete financial budget for a chosen occupation.
7. Ask resource people to discuss how they obtained the necessary items for working in their occupations.
8. Take a field trip to show needed facilities for certain occupations.
9. Ask students to confer with parents, counselors, and the business teacher in making their plans for obtaining equipment and other items.
10. Visit a bank or other lending agency.
11. Collect, for distribution to students, pamphlets, brochures and other materials from lending agencies which students can use to understand loan policies.

C. Factors to Consider:

1. Fixed Costs:
   a. Land or rent
   b. Facilities
   c. Equipment
   d. Machines
   e. Tools

2. Variable costs
    a. Operation and labor
    b. Interest
    c. Insurance
    d. Advertisement
    e. Professional dues
    f. Clothing
3. Other items
    a. Where to obtain financing
    b. Fringe benefits of occupation

D. References:

1. Catalogs of equipment for obtaining prices.

2. County Extension Service and the Production Credit Association for information on agricultural occupations.

3. Business teacher of local school.

4. Vocational teachers in the school.

5. Local employees and employers.

6. Union representatives.

7. Representatives of local lending institutions.

8. Farmers Home Administration, FHA, (makes loans for building houses and purchasing land).

9. Veterans Administration loans to veterans.

10. Audio-visual---Banks and Credit----Educational Film Library, School of Education, University of Mississippi, University, Miss. 38677 ($1.50)

11. Truth in Lending, Federal Reserve Bank of Philadelphia, Public Information Department, Philadelphia, Pa. 19101.

12. Economic Review, 1971, Research Department, Federal Reserve Bank of Cleveland, P.O. Box 6387, Cleveland, Ohio 44101.

STUDENT SECTION - UNIT 25: FINANCIAL PLAN FOR ENTERING AN OCCUPATION

A. **Student Behavioral Objectives:**

Upon completion of this unit the student on a written test will be able to:

1. Name four kinds of lending agencies according to the information in this unit.
2. List two reasons why caution should be practiced in borrowing money, according to information contained in this unit.
3. Write a minimum of one hundred words which, in the judgment of your teacher, shows an understanding of the reason for various interest rates being charged by different agencies.
4. List at least two reasons why the Truth in Lending Bill was passed by Congress, according to information in this unit.
5. Answer 80% of the questions on a teacher-made test relating to the material contained in this unit.

B. **Pretest:**

Read each of the following statements and indicate whether you believe it to be true or false, by placing "T" or "F" in ( ).

( ) 1. Ancient peoples did not use credit.
( ) 2. People use more credit now than they did 50 years ago.
( ) 3. Before the Truth in Lending Bill, many people did not know the cost of credit.
( ) 4. All lending agencies charge the same interest rate.
( ) 5. Being in debt is no longer frowned upon.
( ) 6. Credit is difficult to obtain.
( ) 7. Borrow your money anyplace you can get it, because you only get what you pay for.
( ) 8. The Farmers Home Administration will loan money to anyone with good credit.
( ) 9. A veteran may be able to get a loan from the Veterans Administration.
( ) 10. A lender would not be interested in what you are going to do with the money borrowed.
( ) 11. A chattel mortgage shows that the lender has a claim on your property.
( ) 12. If someone co-signs a note for you, he may have to pay your debt.

ANSWERS: False - 1,4,6,7,8,10 ------ True - 2,3,5,9,11,12

C. **General Information:**

In order for you to become employed in some occupations, you will need to consider a plan for buying the necessary equipment, supplies, or perhaps land or buildings. The cost of owning and operating your own farm is much greater than it was just a few years ago. In fact, many would say it is the most expensive occupation to enter if you plan to own your own land and equipment. Even for those who borrow money to buy land and equipment the amount of down payment money needed (and your credit standing) in order to secure a loan, can be a problem.

The trend, that increased following World War II, continues, for credit to be a very important factor for the self-employed worker and for others needing equipment or facilities in order to enter their chosen occupation. The use of credit is centuries old, but its growth has been tremendous during the last three decades. Only recently has the wage earner, the average individual, been able to borrow money so easily.

There is so much credit that it became necessary for Congress to enact legislation to help the lender understand what he is agreeing to do when he signs a loan contract. In 1968 Congress passed the Truth in Lending Law which requires the lender to tell the customer what he is agreeing to do and to explain the loan to the customer.

Commercial banks are the largest single source of consumer credit. Finance companies, small loan agencies, Mutual Savings Banks and other agencies make loans to businesses or individuals.

Attitudes toward borrowing have changed from a time when to be in debt was to be strictly avoided to a time now when almost everyone borrows money.

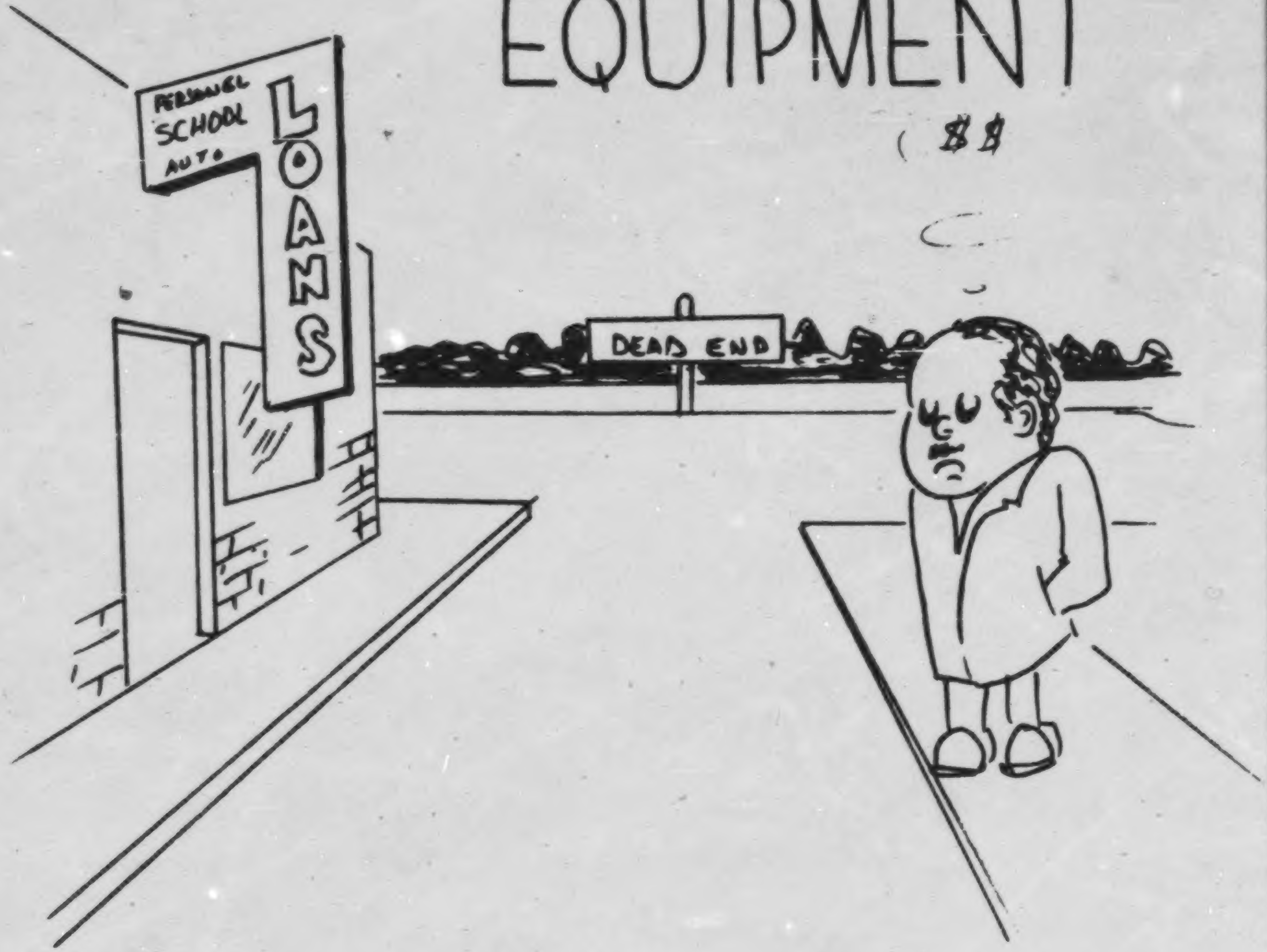
The Farmers' Home Administration lends money directly to farmers to build homes and to purchase tools and machinery. This is a credit available to persons who are unable to get credit elsewhere on reasonable terms. The Small Business Administration is a government agency which loans money to individuals who are opening businesses and are in need of credit at a reasonable rate of interest.

Many persons feel that caution should be used in borrowing money because of the unexpected financial problems that one may face which make it very difficult and sometimes impossible to repay the loan. You will want to carefully consider the money available with which to repay your loan before you borrow from any lending agency.

D. Review:

1. Why is it important to develop a plan for obtaining the tools necessary for working in an occupation?
2. How soon should one start accumulating the items needed for working in an occupation?
3. How is depreciation on equipment figured?
4. How is interest on investment figured?
5. What fringe benefits are provided in your chosen occupation?

FINANCIAL PLAN FOR BEARING THE COST OF YOUR TRAINING EQUIPMENT


PERSONEL
SCHOOL
AUTO
LOANS
($$
DEAD END

CHAPTER IV

PROCEDURE FOR SEEKING, GETTING AND KEEPING A JOB

When a student learns how to solve a math problem the technique may not be applied on the job until several years later. The same is true regarding some of the techniques of being placed on a job and working at the job that will be studied in this unit. Job placement is important to all who seek entrance into gainful employment; therefore, students involved in a comprehensive study of the world of work at the junior high level should have the opportunity for a complete study of it. Successful job placement depends to a great extent on personal development, one of the major concerns of the vocational orientation course. Personal development must start early and continue as part of the developmental process that takes place in elementary school, junior high school, senior high school, post-secondary training, and in later life. Factors considered in this chapter should be reviewed again with students during the last part of their senior year.

UNIT 26: HOW TO FIND A JOB

PURPOSE: There are many ways to find a job and the student needs to know about them. Job seekers can advertise their qualifications and availability as well as respond to the advertisements of employers. Students should also be made aware of the free assistance available through public employment offices.

TEACHER SECTION:

A. __Teacher Objectives__:

1. To help students learn the various ways jobs are advertised.
2. To help students learn how the job seeker can advertise.
3. To develop the essential techniques for finding a job.

B. __Suggested Teaching Activities__:

1. Have student go by the Employment Security Office (ESD) and obtain a list of job openings and applications to be used in Unit 30.
2. Use an ESD employee as a resource speaker for the class, or take a field trip to the local ESD office.
3. Conduct a panel discussion on the information obtained from the ESD.
4. Make a chart on important facts about the public employment service.
5. Collect names of private employment agencies from the yellow pages of the phone book. Determine whether or not they specialize in certain jobs.
6. Compare the application form of a private agency with the application form from ESD.
7. Discuss the cost of private employment agencies' services.
8. Check want ads for private employment agencies' advertisements.
9. Have students obtain information from one or more private employment agencies and become familiar with its policies.
10. Let students go through help-wanted ads in local and state newspapers.
11. Compare private employment ads, blind ads, and open ads by employers.
12. Break ads down into two component parts: (1) what the employer is looking for and (2) what the employer has to offer. Have students list what they have to offer and compare the two.
13. Collect and compare want ads from newspapers of other areas.
14. Check major and local newspaper ads for job lists.
15. Develop a file of want ads.
16. Have each student write a job-wanted ad.
17. Discuss where such ads should be placed: (1) newspapers, (2) trade publications, (3) other publications.
18. Have students study job-wanted ads in local and state newspapers.
19. Find out the cost of publishing ads.

20. Have students make a list of officials who may be able to help them secure a job.
21. Ask students to visit with friends and neighbors concerning job openings.
22. Contact city and county officials about available positions.
23. Have students ask their friends and neighbors about how they acquired their jobs.
24. Ask students to discuss possible job openings with their neighbors.
25. List possible contacts with prospective employers by using the yellow pages of the phone book.
26. Ask students to contact an employer about an opening to determine the type of job available.
27. Develop a list of local employees from various local industries.
28. Have union representative discuss job opportunities with the class.
29. List the types of unions represented in the community.
30. Obtain and show filmstrips on job-finding techniques.
31. Study union bulletins.
32. Ask students to get job listings and application blanks from the post office for civil service positions.
33. Make a list of the civil service jobs available.
34. Arrange for interested students to take a civil service examination.
35. Use resource personnel such as recently hired employees.
36. Study civil service references.
37. Make a list of the new firms in the community.
38. Make a list of new firms under construction.
39. Make a list of potential job openings due to new construction in the local area.
40. Have students list jobs they have held previously either full or part-time.
41. Interview former employees to determine why they left their former employer.
42. Contact the Better Business Bureau regarding the reputation of some local companies.
43. Obtain a list of job openings from an institutional placement service.
44. Use resource personnel from the Army, Navy, Air Force, and Marines.
45. Use bulletins from the military services.
46. Obtain bulletins or filmstrips about the Job Corps.

C. Factors to Consider:

1. Public employment service
2. Private employment agencies
3. Help wanted ads
4. Situation wanted ads
5. Friends and neighbors
6. Direct contact with employers
7. Union business agents
8. Civil service jobs (city, state, federal)
9. Follow-up of new construction and contracts
10. Contacts with former employers
11. Armed Services careers

12. Placement services of institutions and industry
13. Job Corps
14. Professional association placement services

D. References:

1. Let's Find A Job, pamphlet from local Employment Security Office.

2. Choosing Your Occupation, State Employment Service.

3. "Your Job Interview," filmstrip which can be obtained from local J. C. Penney Store.

4. Getting a Job with a Future, J. I. Biegeleisen, Publishers: Grossett and Dunlap, New York.

5. "Finding the Right Job," film from State Department of Education Film Library, Little Rock, Arkansas 72201.

6. Encyclopedia of Careers, Doubleday and Company, Garden City, New York.

7. Charting Your Future, Lambert L. Gilles, SRA, 259 Erie Street, Chicago, Illinois.

8. You and Your Job, Blackledge, Blackledge, and Keily, South-Western Publishing Company, Cincinnati, Ohio.

HOW TO FIND

A JOB

EMPLOYMENT
OFFICE

NEWSPAPER
ADS

FRIENDS

BULLETIN
BOARDS

PLACEMENT
OFFICE

BLOSTER YOUR POISE BY REMINDING YOURSELF OF:

1. YOUR PERFECT GROOMING.
2. YOUR CAREFUL PLANNING.
3 YOUR SUCCESS IN WINNING THE JOB.

STUDENT SECTION - UNIT 26: HOW TO FIND A JOB

A. Student Behavioral Objectives:

Upon completion of this unit, the student will be able to:

1. List at least four of the five steps involved in marketing his services as listed in the unit.
2. Correctly list, as judged by the instructor, at least four assets he could present to a future employer.
3. Write, to the satisfaction of the instructor, a short essay explaining the job market of his interest.
4. List at least five of the seven important facts concerning the changing job market as presented in this unit.
5. Identify four possible sources for locating likely employers who need workers as presented by the unit.
6. Write, to the satisfaction of the instructor, a short essay explaining how to set up and use a prospect file as explained in this unit.
7. Correctly define, as judged by the instructor, help-wanted ads as compared to situation-wanted ads.
8. List at least three agencies found in the local community which, in the judgment of the instructor, help find employment for young people.
9. Correctly respond to at least 80% of the objective questions on a teacher-made test concerning the material covered in this unit.

B. Pretest:

No pretest has been developed for this unit. It was felt that the teacher, knowing the local area, would be better qualified to construct a test concerning how to find a job in each individual community.

C. General Information:

Locating an available job of your liking is a job in itself. Job hunting to find and land the right job for you takes know-how. Young people just entering the labor market can expect to find many jobs during the course of their lives. The more you know about how to get a job, the more successful you will be.

Job hunting is actually a selling job. Getting the job of your choice is much like a sales campaign. You are marketing your services. Certain definite steps are involved in marketing your skills and ability.

1. You must know your skills and abilities.
2. You must become familiar with that part of the job market that needs your particular services.
3. You must find companies or employers who have vacancies for people with your skills and abilities.
4. You must sell yourself as the prospective employee best qualified for the job.
5. You must tactfully follow up the employment interview until you have the job or find you have not been selected for it.

Let's look at each of these five steps further. The first step in getting a job you want is to know what you have to offer to a prospective employer. You must know the product you are trying to sell. Whether you have had specialized training and work experience or not, you will find it helpful to add up in your mind what you have to interest a prospective employer. The more you know about the requirements of a particular job, the better you can present your qualifications for that job.

The following suggestions will help you tally your assets as you prepare to get the job you want:

1. What special training have you had?
2. What work experience have you had?
3. What school subjects have you had the most interest in?
4. What are your hobbies?
5. What are your career plans?

The second step in getting the job you want is to become familiar with the job market in which you are planning to sell your services.

Fortunately, you already know something about fields of work and what men and women in your area do to earn a living. From early childhood you have come in contact with people working in a wide variety of occupations and you have learned from them something about what they do and what their jobs require.

Many of the topics presented earlier in this series of units have looked at the various groupings of jobs. We are living in a rapidly changing employment world, and the outlook is quite different from a few years ago. Following are some important facts to keep in mind as you seek employment:

1. The day of the unskilled worker is dying.
2. Semiskilled labor will increase slowly as compared with other fields of work.
3. Skilled workers will increase.
4. The big opportunity will be for college-trained professional workers.
5. White-collar jobs are replacing blue-collar jobs.
6. Rapid advancement and promotion for young people may be better than they have ever been.
7. Opportunities for women in almost any occupation will be better than ever before.

What are the implications of these long-range job market trends for you?

1. It is important to get all the education you can before you look for full-time employment.
2. If college is not for you, get the best technical, or vocational training possible.
3. You may have to leave home. Americans move about more than any people on earth.

Now you are ready for step 3: locating likely employers who need workers with your skills and abilities. Here are some of the most successful ways to enter the job market.

Suggestions from friends and relatives: Tips from friends and relatives open more doors to more jobs than any other single means. You can easily see why. Employees usually know about resignations and openings in their firms sooner than people on the outside do. Insiders may also have influence with those who do the hiring. Using tips and influence is a legitimate means of getting a job, but you will want to be careful not to take unfair advantage of them.

Personal applications: "Cold canvassing" involves plenty of sidewalk pounding, doorbell ringing, and reception room waiting, but it is the second best job-hunting method. As every salesman knows, there is a direct connection between his volume of sales and the number of calls he makes in a day. The same principle applies to job finding.

Contacts with former employers: It is a good idea to maintain contact with every employer for whom you worked, even part-time, during your school days. If you have given satisfaction and he feels you are prepared to do a permanent job well, he may put you on his payroll. If he doesn't have an opening, he may be able to help you get a job elsewhere.

Employment agencies: You may find a number of agencies in your community that have employment divisions. The YMCA, YWCA, B'Nai B'Rith, and the Boy Scouts are some of the agencies that might be helpful in finding job openings. Often community organizations such as the Kiwanis maintain a placement service for young people.

Be sure you register with the local employment office of the state employment service. These offices serve as a free employment service agency available to the general public. They are thoroughly familiar with the job openings in your community.

In some communities there are private employment agencies that provide excellent service for a fee - sometimes paid by you, sometimes by the employer. It is a good idea to study carefully the provisions of the contract you will be required to sign and it would pay to investigate the reliability of any private employment agency you are considering. Most agencies are reputable and will welcome investigation.

Newspapers: Look over the "help wanted" ads in your local newspapers every day and waste no time in contacting the advertiser, by phone, letter, or in person. You also could consider advertising yourself in the "situation wanted" section of the classified ads in the local newspaper. Look for advertisements of new businesses moving into your community. Become a constant reader of the classified ads and business section of your daily papers.

Letters of application: The purpose of the letter is to obtain an interview. Often an application letter is the only way to secure an appointment with a busy employer. The more interviews you can get, the better are your chances of finding a job.

Union Hiring Halls: Applicants seeking employment in an organized union field should contact the business agent or some other representative of the union. He will have information about apprenticeships, probationary requirements, methods of hiring, and job opportunities in the field.

Government personnel offices: You may find that various departments of the city, county, and state governments maintain personnel offices in your area. Here you can find out about the types of jobs offered, qualifications required, and examinations necessary for the jobs available. Jobs in the Federal government are secured through civil service examinations. These are announced from time to time--sometimes in newspapers, but always by notices posted in first and second-class post offices.

Step Four: When you have acquired a list of likely employers, the real challenge begins. Since you are now in the job-finding business you should know how to set up a prospect file. Here's how you do it:

1. Get a supply of 3 x 5-inch index cards and a small box into which the cards will fit.
2. Allow one card for each prospect. Put the following on each card: name of company, address, telephone number, and name and title of the person you wish to contact.
3. Arrange the cards alphabetically.

After each visit arrange the cards into a follow-up section and a discard section. In the follow-up section place the cards that seem to have possibilities. Keep the discards for possible later reference.

Some job seekers set out for interviews armed with letters of recommendation, personal folders, and samples of their work. Many, however, lack one important bit of information - a knowledge of what the employer wants. When you interview, the man across the desk is measuring you against the requirements of a particular job. His judgment will determine whether you are hired.

Step Five: If you feel your interview has been encouraging, put the employer's card in your follow-up file. Ask for an interview again within two weeks to a month's time. The follow-up card may land you the job. Be willing to take any tests the interviewer suggests. Many business and industrial firms use testing programs to help select, place, and train employees.

A thank-you note sent to an interviewer often is a courteous gesture and is helpful in reminding him of your interest in the job.

If you fail to get the first job you apply for, don't be discouraged. Make a list of the strengths and weaknesses of your interview; this will help you do better next time. Practice your sales presentation speech. Do you need more preparation? Discuss techniques of getting a job with your friends and family. They may be able to give you good advice that will help you improve your next interview.

The following lists of "dos and Don'ts for Job Seekers" may be of interest to you in considering the job interview.

--DO'S FOR JOB SEEKERS--

DO stress your qualifications for the job opening.
DO recount experience you have had which would fit you for the job.
DO talk and think so far as possible, about the future rather than the past.
DO indicate where possible, you stability, attendance record, and good safety experience.
DO remember that older employees are capable, dependable, trainable, careful, and steady.
DO try to learn ahead of time about the company and its products.
DO assume an air of confidence.
DO approach the employer with respectful dignity.
DO try to be optimistic in your attitude.
DO maintain your poise and self-control.
DO try to overcome nervousness or shortness of breath. (It helps to take a deep breath.)
DO hold yourself erect.
DO apply for a specific job or jobs.
DO answer questions honestly and with straightforwardness.
DO stress the contribution you can make to the enterprise.
DO have available a list of former employers, time, and period of service.
DO apply for the job in person.
DO let as many people as possible know you are "job hunting."
DO know the importance of getting along with people.
DO recognize your limitations.
DO make plenty of applications.
DO indicate your flexibility and readiness to learn.
DO be well groomed and appropriately dressed.

--DON'TS FOR JOB SEEKERS--

DON'T keep stressing your need for a job.
DON'T discuss past experience which has no application to the job situation.
DON'T apologize for your age.
DON'T be untidy in appearance.
DON'T display "Cocksureness."
DON'T cringe or beg for consideration.
DON'T speak with muffled voice or indistinctly.
DON'T be one of those who can do anything.
DON'T hedge in answering questions.
DON'T express your ideas on compensation, hours, etc., early in the interview.
DON'T hesitate to fill out application, give references, take physical examination, or tests, on request.
DON'T hang around, prolonging interview, when it should be over.
DON'T go to an interview without a record of your former work connections.
DON'T arrive late and breathless for an interview.
DON'T be a "know-it-all" or a person who cannot take instructions.
DON'T depend upon the telephone for your job.

DON'T isolate yourself from contacts who might help you find a job.
DON'T feel that the world owes you a living.
DON'T make claims if you cannot "deliver" on the job.
DON'T display a feeling of inferiority.

D. Review:

1. What steps should one follow in finding a job?
2. What are the functions of the State Employment Service?
3. Where is the nearest ESD office and how can it help you find a job?
4. What is the difference between help wanted and situation wanted ads?
5. What are the advantages and disadvantages of civil service jobs?
6. What can former employers contribute to job hunters?
7. How can friends sometimes help you obtain a job?

UNIT 27: PREPARING A JOB APPLICATION

PURPOSE: Various kinds of application forms are used among different employers. Students should become familiar with application forms and procedures which are appropriate when applying for a job. The students should be given an opportunity to practice completing application forms and to discuss the importance of completing them accurately and neatly.

TEACHER SECTION:

A. Teacher Objectives:

1. To consider the different ways to apply for a job.
2. To discuss appropriate techniques for completing application forms.
3. To provide instruction and practice in perparing a good resumé.
4. To develop the ability to write a good letter of application.

B. Suggested Teaching Activities:

1. Each student should learn about a firm that interests him.
2. Students might visit one firm to learn about its operations.
3. Develop a sample letter of application for a job and discuss the major points to be included.
4. Have students write a letter of application for a job.
5. Use a role playing telephone conversation with students acting as prospective employers and employees.
6. Ask students to develop a list of "do's" and "don'ts" to follow when making contact by phone.
7. Have students fill out a standard application form. (Secure forms locally.)
8. Give students practice in filling out job application forms obtained from local businesses.
9. Have students prepare a list of what is needed when applying for a job. (Social Security card, draft classification, references, etc.)
10. Make a list of "do's" and "don'ts" to follow when completing application forms.
11. Show a sample resumé on the overhead projector and give students a sample format.
12. Have students prepare their own resumé.
13. Invite personnel managers to discuss the points they look for in a letter of application form and resumé.
14. Develop a checklist for evaluating a job application.

C. Factors to Consider:

1. Learn about the firm before contacting the employer.
2. Making contact with the employer by letter.
3. Making contact with the employer by phone.
4. Filling out application forms to be mailed to the employer.

5. Preparations to be made before going to the employer's office:
   a. Prepare a resumé of experience and qualifications.
   b. Review your qualifications for the job.
   c. Review your reasons for wanting the job.

D. *References*:

1. Employment Security Division (three pamphlets):
   a. *Let's Find a Job*
   b. *How to Prepare Yourself For a Job Interview*
   c. *Job Hunting*

2. *Applying for a Job* (self-study guide for students), The Interstate Printers and Publishers, Danville, Illinois.

3. *What to do When - Tips on Etiquette for Teen-Agers*, The Interstate Printers and Publishers, Danville, Illinois.

4. Personnel managers from local industry or businesses.

5. *How to Fill Out Application Forms*, Manuals A. & B., Hobbs, Dorman and Company, Inc., New York, New York.

6. Filmstrips from Educational Projections, P. O. Box 1187, Jackson, Mississippi.

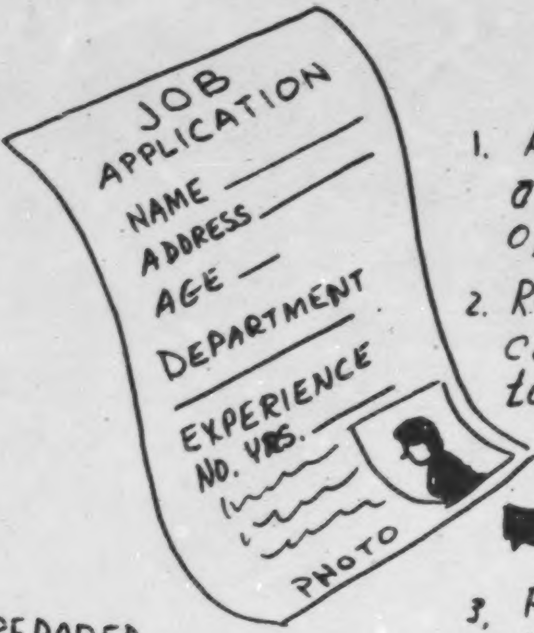
7. *How to Go About Getting a Job With a Future*, J. I. Biegeleisen, Grossett and Dunlap Publishers, New York, New York.

8. *How to Get The Job*, Mitchell Dreese, SRA, 259 Erie Street, Chicago, Illinois.

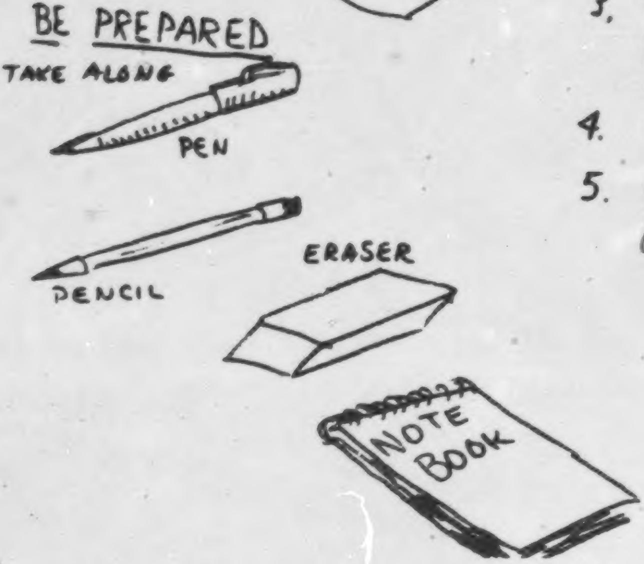
9. *You and Your Job* series, J. G. Ferguson Publishing Company, Chicago, Illinois.

10. *What Employers Want*, SRA, 259 Erie Street, Chicago, Illinois.

HOW TO PREPARE
AN APPLICATION
FOR A JOB


JOB
APPLICATION
NAME
ADDRESS
AGE
DEPARTMENT
EXPERIENCE
NO. YRS.
PHOTO

1. An application gives the employer a preliminary impression of you.
2. Read the application blank carefully before attempting to answer questions.
3. Frame your answers concisely, briefly, and carefully.
4. Enclose photo
5. Check carefully for errors or omissions.


BE PREPARED
TAKE ALONG
PEN
PENCIL
ERASER
NOTE BOOK

STUDENT SECTION - UNIT 27: PREPARING A JOB APPLICATION

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. Write, to the satisfaction of the instructor, a proper letter of application.
2. List at least eight important facts that must be included in a letter of application as mentioned in the unit.
3. List at least five questions that can be anticipated to be on most job applications as stressed in the unit.
4. Correctly describe, in the judgment of the instructor, the information that should be included in a personal folder or resumé.
5. List five "do's" and five "don'ts" which, in the judgment of the instructor, should be followed when completing various application forms.
6. Prepare, to the satisfaction of the instructor, a sample resumé of his job qualifications.
7. Answer correctly at least 80% of the questions asked on a teacher made objective test covering the material in this unit.

B. Pretest:

1. What should be included in a letter of application?
2. What is a resumé?
3. List five "don'ts" when writing a letter of application.
4. List five things you may be asked when filling out a job application.
5. Should you use a pencil when writing a letter of application?
6. Is a postcard considered a correct way to apply for a job?
7. Why should the application form be neatly filled out?
8. Why should you include evidence of your extracurricular activities in your resumé?
9. Are employers interested in your hobbies?
10. Should you expect to take some form of written test as a part of your employment application?

C. General Information:

At some time during your job hunt you probably will have to write a letter to a prospective employer in answer to a "help wanted" advertisement or to follow up and interview.

If you have ever tried writing a letter applying for a job, you know it requires time and thought. In addition to providing the factual information which you consciously include, your letter will tell the employer many things about you: your ability to write, think, and express yourself intelligently; your attitude toward the job; and your originality. Here are some of the most important things to keep in mind when you write a letter of application:

1. Type your letter, or write in ink. Never use pencil.
2. Use good grade, standard size paper, preferably 8½ x 11-inch white bond. Do not use letterhead stationery unless it is your own. Never use a postcard. Write on one side of paper only. Never send a letter marked by erasures or ink blots or one of messy appearance.

3. Be careful to use correct spelling and punctuation.
4. Whenever possible, write to a specific individual rather than to a firm. You can usually obtain - by telephone, if necessary - the name and title of the person to whom you should apply. Be sure to spell names correctly. If you can't get an individual's name, you'll be pretty safe in addressing your letter to the personnel manager.
5. Be original in your letter-writing approach if the job for which you are applying requires originality. Unless your letter stands out from the others in the employer's morning mail, and unless it makes a good impression on him, it's likely to go into the wastebasket. For most jobs, a clear, well-written letter will serve the purpose.
6. Begin your letter by stating exactly what position or type of position you are seeking, and why you think your services would be an asset to the firm. Be brief and come to the point quickly.
7. Do not go into detail about abilities and background, but enclose a copy of your personal folder to cover those points.
8. State in your letter that you will be glad to appear for an interview at the employer's convenience, and be sure to say where and when you can be reached.

WANTED

High School Graduate to work in machine shop. Excellent opportunity for advancement for young man with mechanical aptitude and willingness to learn. Give full details.

P. O. Box 123 - - Anywhere, Arkansas

The following sample of a letter of application to the above ad will give you an idea of the type of letter employers like to receive - the kind of letter that should smooth the way for an interview and give the prospective employer a favorable picture of you before he even sets eyes on you!

243 North Street
Dewdrop, Arkansas
June ___, 19___

P. O. Box 123
Anywhere, Arkansas

Dear Sir:

I wish to apply for the machine shop job advertised in this morning's Herald. It sounds just like the type of work in which I am interested, and I believe I have the qualifications for the job.

I am enclosing a personal folder which describes my qualifications. You will note that I have already had some experience along mechanical lines, and I am eager to have the opportunity to learn more. I read *Popular Mechanics* each month and have a workshop in the basement at home where I like to experiment with mechanical gadgets. Right now I am building a small stationary steam engine.

I would appreciate the opportunity of coming to see you and learning more about the job. I can be reached at 521-3306.

Sincerely yours,

Emmett Durrum
Emmett Durrum

When applying for most jobs, you can expect to be asked to fill out various application forms and take certain employment tests. This procedure is commonly employed by most large industries and businesses. Accurate and complete answers are essential for your application to be properly considered.

You can anticipate beforehand most of the questions asked on the application form, and you can have your data prepared ahead of time. Dates and places of training, dates and places of former employment, and names and addresses of character references are certain to be asked. Be sure to know your Social Security number or have it written down and with you when you fill out employment application papers. You may also find it helpful to know your car license number and insurance company. If you have these facts on hand, you can complete the forms quickly and accurately. Remember, the responsibility for filling out job application forms properly is yours, not your future employer's.

Before you start to look for a job, it's a good idea to prepare a personal folder or resumé to be enclosed with letters of application that you may send to or leave with prospective employers. This personal folder will present, in an outline form, information about you, your education, training, experience, and other items of interest to the employer. Your folder, not more than two pages neatly typed or written in ink, should include:

1. Your name, sex, age, height, weight, address and telephone number.
2. Educational background, including names of all schools attended, years of attendance, diplomas received, courses of study and major subject interests.
3. Work experience, including part-time, names and addresses of employers, dates of employment and names of supervisors on the job.
4. Extracurricular activities, including school clubs and community organizations in which you took part.
5. Leisure time activities and interests, including hobbies and sports.
6. A list of references, including teachers, former employers, adult friends and community leaders.

It might be a good idea, although not necessary, to clip or paste a small picture of yourself to the resumé.

A large manila envelope makes a serviceable kit for your resumé and other information you think an employer could make use of, such as letters of recommendation and other items of interest. Make sure your personal folder and other information are arranged in an orderly, businesslike fashion.

PITFALLS OF UNSUCCESSFUL LETTERS OF APPLICATION

1. Many letters were unbusinesslike in appearance and form because of:
   a. Inappropriate paper
      -social stationery: gray, green, yellow, blue, and pink with scalloped edges (actually!)

  - -fancy folders and cards
  - -odd-sized sheets from lined tablets, loose-leaf notebooks, and memo pads

b. Incorrect headings
  - -no headings
  - -headings composed of the date only
  - -headings with no date or with date preceding the address
  - -headings with the name of the writer included

c. Errors in inside addresses and salutations
  - -inside address omitted
  - -salutation followed by a comma or semicolon instead of a colon
  - -"Dear Gentlemen" as the salutation

d. Poor arrangement
  - -corwded; too-narrow margins; unbalanced placement
  - -ineffective paragraphing

2. Many uninteresting opening paragraphs. The majority of the letters (61 out of 75) began with a sentence very similar to the following:

   I am writing to reply to your help wanted ad (usually misspelled add) in the Hometown News.

   • • •

   I read your ad in the paper and would like to be considered an applicant for the job.

   • • •

   Reading the same opening over and over again became monotonous. Mr. Williams looked for an applicant who would show his personality in an opening sentence that did not sound just like all the others.

3. Some applicants stressed their need for the job instead of their qualifications to help the company on the job. Mr. Williams was interested in someone who would do the work. He was not favorably impressed by such selfish appeals as the following:

   a. I am applying for this job because I am in need of a summer job which will help pay my expenses in college this fall.
   b. I am in dire need of a job at this time and am willing to work at anything.
   c. This job would fit into my plans.
   d. This job would help to supply not only needed experience but also needed funds.

4. Some applicants gave no specific details of their qualifications. "I can type" told Mr. Williams practically nothing.

5. Many applicants omitted names of people who could testify concerning their ability. Some applicants didn't mention references. Others, instead of listing references, wrote that they would be willing to furnish them if they were asked to do so.

6. Many applicants closed the letters with general remarks. Instead of closing the letters with a request for an interview or some other

definite reference to the job for which they were applying, too many applicants closed with variations of the following: "I will be very glad to hear from you soon," "Hoping to hear from you," or "I will appreciate hearing from you soon."

7. Some applicants began every paragraph and every (almost every) sentence with "I". The monotonous overuse of "I" gave these letters a selfish tone.

8. Many letters contained misspelled words and other careless errors.

D. Review:

1. What factors are important when applying for a job?

2. How would you go about applying for a job?

3. How do you make appointments for interviews?

4. How should you dress for an interview?

5. Should one go alone when applying for a job? Why?

6. Why should the application form be neatly filled out?

7. What information should be included in a resumé?

8. Why is it so important to be on time for job interviews?

9. What should be done if you are unable to make an interview?

10. Should you always be truthful with your prospective employer? Why?

11. What should be included in the letter of application?

12. Can you talk yourself out of a job? How?

UNIT 28: CONDUCTING AN INTERVIEW

PURPOSE: The interview involves the qualities of self-development sought in Chapter I and many other places in the orientation course. The interview largely determines whether or not the applicant gets the job. Students should realize this and understand why personal development plays a large part in the interview; and also be able to see that a successful interview demands the same qualities of personal development required to live successfully in society.

TEACHER SECTION:

A. Teacher Objectives:

1. To help students learn what to expect in an interview and how to prepare for it.
2. To help students learn the importance of making a good impression during the interview.
3. To provide practice in conducting job interviews.

B. Suggested Teaching Activities:

1. Invite the home economics teacher to serve as guest speaker to discuss grooming.
2. Ask students to demonstrate proper and improper grooming.
3. Use the personnel director of a local industry as a resource person.
4. Hold a panel discussion on grooming properly for an interview.
5. Compile a list of questions asked by employers.
6. Compile a list of questions that should be asked by the hopeful employee.
7. Role play a proper and improper interview with an employer (record it and then play it back to students).
8. Prepare a skit to illustrate good and poor manners.
9. Make a list of reasons why people are turned down for jobs.
10. Invite a former student to discuss his job interview experience.
11. Have each student fill out the candidate evaluation form at the end of the student section of this unit.

C. Factors to Consider:

1. Grooming for the job interview:
   a. Importance of a good first impression
   b. Appropriate dress for different kinds of job interviews
   c. Clean, neat, hair cut, fingernails, shoeshine, etc.
2. Questions employer will ask:
   a. Why do you want a job with us?
   b. What previous work have you done?
   c. How much education have you had?
   d. Do you know anyone in the company?
   e. What can you do?
   f. Why did you leave your last employer?

3. Things applicant should ask about:
    a. Permanency of the job
    b. Responsibilities of the job
    c. Hours and working conditions
    d. Advancement possibilities
    e. Salary, vacations and fringe benefits
4. "Don'ts" while being interviewed:
    a. Display nervousness or uneasiness
    b. Dominate conversation
    c. Take someone with you
    d. Criticize former employers or fellow workers
    e. Discuss personal, domestic, or financial problems
    f. Be in a hurry
    g. Smoke or use profanity
5. "Do's" while being interviewed:
    a. Be polite, neat, alert
    b. Be prompt
    c. Be natural
    d. Be honest, accurate, and frank
    e. Ask questions about the job
    f. Know your qualifications
6. Manners and etiquette:
    a. Everyone has manners--good or bad
    b. Introductions and greetings
    c. Listen to others
7. Follow up your interview:
    a. Thank you letter
    b. Evaluate your interview
        (1) What went wrong and why?
        (2) How can I improve next time?
    c. Review the questions asked during the interview

D. References:

1. How to Get a Job, "The President's Committee on Employment of the Handicapped," Washington, D.C.
2. Merchandising Your Job Talents, U.S. Dept. of Labor, Washington, D.C.
3. How to Get and Hold the Right Job, Employment Security Division.
4. How to Prepare Yourself for Job Interviews, Employment Security Div.
5. 18 Helpful Hints on Selling Yourself to an Employer, Employment S.Div.
6. Know How to Dress and Look *and* Teaching Grooming to Teen-Age Girls and Boys, Avon Products, Educational Service, 30 Rockefeller Plaza, New York, New York 10020.
7. Appearance Makes A Difference, Celanese Fibers Marketing Co., Consumer Education Dept., 522 Fifth Ave., New York, N.Y. 10036.
8. You and Your Job, J.G. Ferguson Company, Chicago, Illinois.
9. Your Life Style, American Institute of Men's and Boy's Wear, Inc. 1290 Avenue of the Americas, New York, New York 10019.
10. What to Do When - Tips on Etiquette, Interstate Printers, Danville, Ill.
11. *Filmstrip* "Getting and Keeping Your First Job," Guidance Associates, Pleasantville, New York.
12. *Filmstrip* "Your Job Interview," Guidance Associates, Pleasantville, New York. (Also, local J.C. Penney Store)

YOUR PERSONAL INTERVIEW

APPLICATION

STUDENT SECTION - UNIT 28: CONDUCTING AN INTERVIEW

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. List at least five factors that contribute to a satisfactory interview as mentioned in the unit.
2. Write, to the satisfaction of the instructor, a short essay on the importance of good grooming to the success of an interview.
3. List, as presented in the unit, at least 10 questions that could possibly be asked by an employer in an interview.
4. List four personal qualities of the prospective employee, as stated in the unit, in which the interviewer would be interested.
5. Participate, to the satisfaction of the instructor, in a mock interview with other members of the class.
6. Correctly answer at least 80% of the questions on a teacher-made objective test over the material covered in this unit.

B. Pretest:

No pretest has been developed for this unit. The teacher may want to construct, from the material in the unit and the attached pages, his own pretest.

C. General Information:

Probably the most important phase of the job campaign is the personal interview. All that you have done previously is just a preliminary to the employment interview. Yet very few persons are well prepared for this occasion. Your chance of landing the job depends on what takes place when you meet the prospective employer face to face. You can face this situation with confidence if you have made the necessary preparations for it.

Most of us recognize the value of careful grooming for an interview. First impressions are important when we walk into the employer's office. Check your dress and grooming carefully. Are you personally clean? Are you dressed appropriately? If you are looking for a white-collar job, avoid loud colors and sport clothes. Leave your school clothes at home and dress like a business person. Girls should avoid wearing excessive make-up. Neatness, taste, and personal cleanliness are generally regarded as indicators of your work habits. If you are applying for a blue-collar job, the way you are dressed is not such an important factor. But you may be certain the employer will check for cleanliness and neatness.

Some interviews consist of nothing more than an employer looking over a line of applicants and pointing out those that seem husky enough for the work. Other interviews are long, though friendly, examinations. Still others are merely chatty. The prospective employer is trying, in a few minutes, to judge your potential capacity for growth. He not only wishes to judge your present skills, but he wants to find out about such personal qualities as initiative, reliability, perseverance, maturity, and adjustment to other people.

Your interview really begins the moment you enter the office, where you will probably be met by a recptionist or a secretary. Be on time. Go alone--don't let friends or your parents accompany you. Be polite if you are addressed, but don't talk too much. You would be surprised how often an employer will later ask his secretary: "What did you think of that applicant?"

You may be asked to fill out a job application form while you are waiting for the interview. Fill it out to your advantage. Consult your personal folder or resumé when filling out the application form. Be truthful. If you're not, and the employer checks out your application, you will be out of the running for this job. It is best to carry a pen with you for such purposes.

Once you begin the interview, what you say and how you respond to the various questions will be vital to your success. If you have planned the important facts about yourself to be included in your interview, you will promote your own cause and avoid embarrassing silences. If you can answer the employer's questions as directly as possible, you can save his time and still give a clear picture of your experience and capabilities.

As you size up the interview situation, you can determine if an aggressive or more passive role will create the most favorable impression. A straightforward manner and honest answers will produce the best results.

Since each job and each interview present a different problem, some interview tips will help you meet most situations.

1. Introduce yourself and tell briefly who you are and for what job you are applying.
2. Let the interviewer take the lead in the conversation after the introductions are made. He knows what information he wants. Give brief and meaningful responses, supplying only the information requested, unless he is interested in more detailed information.
3. Present your personal folder to the interviewer when he asks for detailed facts. If you have additional information, hold it till more facts are requested. Don't shower interviewer with documents.
4. A number of questions will be asked of you. Answer them directly and truthfully. Use good English and avoid slang. Look at your interviewer as he questions you. Sell your qualifications for the job. He is interested in how you can serve the company.
5. When the interviewer gives you a chance to ask questions, find out about the nature and requirements of the job and its promotion possibilities. Don't ask about salary, working hours, or vacation policy immediately. If the interviewer thinks you are more interested in those aspects of the job than in the service to the company, he may not be eager to put you on the payroll.
6. During the interview be your most agreeable self, for getting along well with others is an important part of every job. Be as poised as possible. Remember that the papers on the interviewer's desk are his personal property. Don't try to read them. Don't tell jokes and don't be overly friendly. Be yourself.
7. The interview will be ended by the interviewer. Usually he will thank you for coming in and tell you he will give your application consideration.

8. At the close of the interview, thank the interviewer for the opportunity of talking with him, refer again to your personal folder, and leave it with him. It contains facts for him to remember, as well as your address and telephone number. As you leave, ask, "May I call you in a few days?"

If you conclude the interview with unanswered questions you will feel unsatisfied and doubtful of your position. You will want to know when you will be informed of the decision about the job, since few jobs are obtained with the initial interview. You also may need to know what further steps must be taken to complete the process of application. Planning all the important items of your interview before you start can save many uncomfortable moments during your interview and many misgivings afterward.

A thank-you note can be sent to an interviewer after completion of an interview. This is a courteous gesture and can be helpful in reminding him of your interest in the job.

D. Review:

1. Why is appearance important when you apply for a job?
2. What information do you need to know before going for an interview?
3. Are you wearing anything today that you should not wear for an interview?
4. What is meant by appropriate dress?
5. What do manners indicate about a person?
6. Why shouldn't you take a friend along for your interview?
7. Why is it important to be on time for an interview?
8. What could happen during an interview that might cause you to be turned down for the job?
9. Should you try to cover up a bad record or tell the employer the truth?
10. Why should you not talk about personal problems during an interview?
11. Why should you evaluate your job interview?

TYPE OF QUESTIONS YOU CAN EXPECT DURING THE PERSONAL INTERVIEW

Below are listed some of the most often asked questions during the personal interview. To get a general idea as to the line of thought the employer follows, be sure and read each one of the questions. Remember, he will be able to tell a lot about you during this period of time, so be prepared.

1. What are your future vocational plans?
2. How do you spend your spare time? What are your hobbies?
3. In what type of position are you most interested?
4. How interested are you in sports?
5. How do you feel about your family?
6. What are your ideas on salary?
7. What do you know about our company? (Very important that you know something about the company you are trying to get a job with.)
8. Why did you choose this particular field of work?
9. What type jobs have you held? How did you get these jobs and why did you leave them?
10. What subjects did you like best while in school? Least? Why?
11. Why do you think that you would like to work for our company?
12. Do you prefer any certain geographic location?
13. Do you have a girl? Is it serious?
14. How much money do you hope to earn by the age of 30? 35?
15. What do you think should determine a man's progress in a good company?
16. Why do you think that you would like this particular type of work?
17. What is your father's occupation? Mother's?
18. Are you looking for a permanent or temporary job? How permanent or temporary?
19. Do you prefer working with others or by yourself?
20. What kind of boss do you prefer?
21. Are you primarily interested in making money or do you feel that service to your fellowman is a satisfactory reward?
22. Can you take instructions without getting or geeling upset?
23. Do you live with your parents? Which one of your parents has had the most important influence on you?
24. How did previous employers treat you?
25. What have you learned from other jobs that you have held, that might help you on future jobs?
26. Can you get recommendations from previous employers?
27. What interests you about our product or service?
28. How long do you expect to work?
29. Have you saved any money?
30. Do you attend church?
31. Do you like routine work?
32. Do you like regular hours?
33. What size city do you prefer?
34. What is your major weakness?
35. Define cooperation.
36. How do you usually spend Sunday?
37. Have you ever had any serious injuries or illness?
38. Are you willing to go where the company sends you?
39. What job in our company would you choose if you were entirely free to do so?
40. What types of people seem to rub you the wrong way?

HOW YOU CAN MAKE A BAD IMPRESSION WITHOUT REALLY TRYING

1. Many job seekers will show too much interest in the starting salary of the job and too little interest in other things that are more important.
2. Not certain in what ones long range goals are.
3. Too much expected too fast. Not willing to take a step at a time and work up the ladder. Remember a house is not built from the roof down, it has to start with a solid foundation.
4. Feet not on the ground.
5. Too much stress placed on security compared with opportunity.
6. Failure to first investigate the company or industry before applying for the job.
7. Poor expression, either orally or in written application. Poor voice, diction, grammar.
8. Inability to sell himself.
9. Conviction of no opportunity in this area.
10. POOR PERSONAL APPEARANCE.
11. Overbearing, overaggressive, conceited, know-it-all.
12. LACK OF PLANNING FOR CAREER. . . . NO PURPOSE AND GOALS.
13. Lack of interest and enthusiasm.
14. Lack of confidence and poise. . . nervousness. . . ill at ease.
15. Make excuses.
16. Lacks maturity.
17. Lack of manners.
18. Condemns past employers.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand shake.
21. Friction with parents.
22. Loafs during vacations.
23. Sloppy application form.
24. Merely shopping around.
25. Wants job for only a short time.
26. Little sense of humor.
27. No interest in company.
28. Unwillingness to go where company wants to send him.
29. Low moral standards.
30. Lazy.
31. Narrow interest.
32. Spends much time in movies.
33. Poor handling of personal finances.
34. Inability to take criticism.
35. Lack of appreciation of the value of experience.
36. LATE TO INTERVIEW WITHOUT A GOOD REASON.
37. NEVER HEARD OF THE COMPANY.
38. Failure to express appreciation for interviewer's time.
39. ASKS NO QUESTIONS ABOUT THE JOB.
40. Indefinite response to questions.

From: "Choice or Chance"
Oakland Unified School District
Oakland, California

CANDIDATE EVALUATION FORM

(Name) ______________________ (Date) ______________________ (Job applied for) ______________________

INSTRUCTIONS: PREPARE THIS FORM ON EACH JOB CANDIDATE INTERVIEWED, EVALUATE AND CHECK EACH ITEM. BE SPECIFIC IN YOUR COMMENTS. IF CANDIDATE IS EMPLOYED, SEND THIS FORM WITH EMPLOYMENT PAPERS FOR EVENTUAL FILING IN EMPLOYEE RECORD FOLDER. IF CANDIDATE IS NOT HIRED, RETAIN THIS COMPLETED FORM AND THE APPLICATION FOR A PERIOD OF 18 MONTHS.

PERSONAL:	ABOVE STANDARD	MEETS STANDARD	BELOW STANDARD	COMMENTS
1. How neatly groomed is he?	______	______	______	______________
2. How does he carry himself?	______	______	______	______________
3. Does he appear to be physically able to handle this work?	______	______	______	______________
4. How sincere does he seem?	______	______	______	______________
5. How alert does he appear?	______	______	______	______________
6. How mature does he seem?	______	______	______	______________
7. Does candidate have adequate transportation?	______	______	______	______________
8. Does he meet minimum educational requirements?	______	______	______	______________
SOCIAL:				
1. How well does he talk?	______	______	______	______________
2. How sociable does he seem?	______	______	______	______________
3. Does he participate in group activities?	______	______	______	______________
4. Any suggestion of leadership abilities?	______	______	______	______________

	ABOVE STANDARD	MEETS STANDARD	BELOW STANDARD	COMMENTS
6. Does family life seem happy?	________	________	________	____________________
7. Does spouse approve of this work?	________	________	________	____________________
8. Women - Any child care problems?	________	________	________	____________________
9. How responsible does he seem?	________	________	________	____________________
OCCUPATIONAL:				
1. Does work record suggest stability?	________	________	________	____________________
2. Is work experience related to job applied for?	________	________	________	____________________
3. Does job history indicate initiative on applicant's part?	________	________	________	____________________
4. Does he enjoy team work?	________	________	________	____________________
5. Does experience suggest habits of aggressiveness?	________	________	________	____________________
6. Does job history indicate willingness to assume responsibility?	________	________	________	____________________
7. Does he have healthy outlook toward work?	________	________	________	____________________
8. Does job history indicate adaptability to varying job pressures?	________	________	________	____________________

________ HIRE Date ________________
A. (Initiate employee packet)
B. (File - Employment Record Folder)

________ CONSIDER (Hold for final decision)

________ REJECT (Retain - see above)

ACTION TAKEN ____

DATE ____________________ TIME OF INTERVIEW ____________ (AM/PM) ____________________ (Signature) ____________________ (Title)

UNIT 29: YOUR FIRST FEW DAYS ON THE JOB

PURPOSE: This unit of study is designed to help make the student aware of what to expect the first few days on the job. In spite of all that can be said and taught about the first few days on the job, they can be difficult days for the new worker. There are several significant things to be remembered by the student that will help him get off to a good start on the job.

TEACHER SECTION:

A. Teacher Objectives:

1. To understand the importance of making a good impression the first few days on the job.
2. To stress the importance of developing and using good work habits.
3. To emphasize the importance of showing a genuine interest in the company and especially in the job.
4. To help the student realize the need to develop good relationships with his supervisor and fellow employees.

B. Suggested Teaching Activities:

1. Let a student put on a demonstration of being neat while working.
2. Compile a list of "do's" and "don'ts" regarding work habits.
3. Bring in employers and employees to talk on work habits.
4. Put on a skit about being on time and ready to go to work.
5. Give assignments for short talks about how to behave on the job.
6. Work up a question and answer period about points that should be remembered by all the students.
7. Ask students to demonstrate appropriate dress for their chosen occupation.
8. Develop a list of appropriate work attitudes.
9. Give a class assignemnt and have students pretend that it is their first day on the job. Ask them to evaluate each other's work.
10. Keep the students aware that the school is a large industry, producing educated students as a product and that the setting represents many of the facets of working on a job. Poor marks at school may be equated to dollars lost on the job.

C. Factors to Consider:

1. Good working habits
2. Get to work early
3. Don't be afraid to ask questions
4. Write it down if you feel you might forget
5. Get along with the boss and your supervisor
6. Get along with fellow employees
7. Be dependable and trustworthy
8. Be neat in appearance and work
9. Avoid cliques
10. Don't be a clock watcher

11. Show a positive attitude toward your work
12. Get assistance when needed
13. Respect seniority and its privileges
14. Know company policies and regulations and follow them
15. Start and continue to do a little more than is expected

D. References:

1. How to Get a Job, Dresse, SRA, 259 Erie Street, Chicago, Illinois.
2. Getting a Job with a Future, Biegeleisen, Grossett and Dunlap Publishers, New York, New York.
3. You and Your Job, J. G. Ferguson Publishing Company, Chicago, Ill.
4. How to Fill out Application Forms, Hobbs, Dorman and Company, New York, New York.
5. *Film:* "So You Want A Job," Popular Science.
6. *Film:* "Manners Made Easy," Department of Education Film Library, Little Rock, Arkansas.
7. *Film* on interviews available from the Bell Telephone Company.
8. We Want You, Mary G. Turner, Nobel and Nobel, Publishers, Inc., 750 Third Avenue, New York, New York.
9. Jobs in Your Future, Miriam Lee, Scholastic Books Services, New York, New York.

THE FIRST DAY ON THE JOB

STUDENT SECTION - UNIT 29: YOUR FIRST FEW DAYS ON THE JOB

A. Student Behavioral Objectives:

Upon completion of this unit the student will be able to:

1. List at least five of the seven character traits that are important for job success as presented in this unit.
2. Write, to the satisfaction of the instructor, a short essay about what to expect the first few days on the job.
3. List at least five "do's" and five "don'ts" concerning the first few days on the job which, in the judgment of the instructor, are applicable to the student's occupational choice.
4. Describe the type of uniform or dress that will be required, to the satisfaction of the instructor, for the occupation of the student's interest.
5. Identify the two requisites for advancement and promotion as listed in the unit.
6. Correctly respond to at least 80% of the questions on a teacher-made objective test concerning the material presented in this unit.

B. Pretest:

DIRECTIONS: On a blank sheet of paper write the numbers 1 through 15. Read each of the following statements and indicate on your answer sheet whether you believe each statement to be true or false.

1. Your actions the first few days on the job have little bearing on your future employment.
2. You should not ask questions the first few days on the job because it shows you are stupid.
3. The worker should keep an open mind for learning.
4. There is very little you can do to get along with your co-workers.
5. If you are displeased with your boss you should wait until you get away before sounding off.
6. Asking questions means you are interested in your job.
7. During the first few days on the job you should hide your mistakes.
8. It is not important to let your foreman know ahead of time if you are not able to get to work.
9. If you do not show up for work the company may lose money.
10. If you do not want to go to work it is acceptable to call in that you are sick.
11. Neatness is an important factor in holding your job.
12. 80% of jobs lost are lost because the worker cannot get along with others.
13. The first few days on the job there is no need to write down important information.
14. As the worker learns more he is worth more to the employers.
15. Personal appearance is the only neatness expected of the employee.

C. General Information:

Getting a job is only the beginning of your career. You want to keep the job, and you want to get ahead in it. To hold the job through the first few days and weeks of employment when you are still on trial will require a great deal of concentration on your part.

Reporting for work the first morning is an interesting experience. Everything will be new and strange to you. But most young people like adventure and the challenge of meeting new situations. Be sure to report for work on time. The only way to be sure of being on time is to plan to be somewhat ahead of time. Later you will learn how much time you must allow for traffic and other unforeseen delays. It is especially embarrassing to be late your first day, and it makes a poor impression on your employer.

Learning the responsibilities of the job is the first requirement. Someone will usually be assigned to instruct you, but you will be expected to develop your own skills and judgment as you progress. The employer or supervisor will generally explain the nature of your duties. You may undergo a period of training before starting to work, or the supervisor may give you a brief explanation of your duties and put you to work immediately.

Listen carefully to the instructions and proceed as best you can. Write down in a pad you should have with you any instructions which, if forgotten, could cause you to make a mistake later. Don't hesitate to ask questions when you need to, but don't bother your supervisor unnecessarily. Maybe a fellow worker can give you the help you need. Concentrate on your work. Be friendly to your fellow workers. They understand that you have a lot to learn, and if your attitude is right, they will help you. Your first days of work experience will be some of the most interesting days of your life.

You should take advantage of all the training courses that the firm has to offer its employees. Participation in these courses will give you a better insight into your job. The employer generally does not expect you to be his servant, but he does want you to recognize his position of responsibility and his greater experience. He expects you to follow his directions, even though you may think you have a better way to do the job. Suggestions for improvement can come after you have mastered his techniques and earned his respect.

As the days pass, you will develop more confidence in your ability to meet the demands of the job. Keep in mind that certain qualities of character and personality are important for continued success in any job. Develop these traits and practice them until they become habits. Not only will they help you to succeed on the present job, but they will help you in moving up the ladder to a position of responsibility.

Dependability: If you are dependable you will avoid tardiness, clock watching, and taking a day off when the mood strikes you. The dependable employee does a full day's work each day and can be counted on to get his work done and to provide extra help when the need arises.

Efficiency: Your employer is interested in getting things done right the first time--and quickly. Speed and accuracy are musts. The worker who spends hours at each task in order to do it right is of little value to his firm.

Honesty: Dishonesty can be the downfall of any worker. You will make mistakes from time to time, but admit them willingly and accept correction gracefully. Your employer will consider you a valuable employee when he knows that the work given you will be done satisfactorily.

Congeniality: Learning how to get along with your supervisor and your fellow workers is essential to your job success. You will find people more cooperative if you do your best to maintain good relations with them.

Courtesy: Tactful treatment of your associates and the public is essential in any job. Your best course is to keep your temper and try to overlook trivial incidents. It is the mature thing to do.

Neatness: Neatness is an asset in any job. Wasting materials or the failure to keep tools and equipment clean and in order indicates poor habits.

Health: Health and safety habits are important. Sleepy, yawning workers slow down production and business. Workers who disobey safety regulations are dangerous both to themselves and to others. If safety clothing is required, there is a good reason for it. Pay attention to danger and other warning signals.

Why people fail on the job: Lack of responsibility on the job is the overwhelming cause of failure. This lack of responsibility expresses itself in such ways as unwillingness to take directions, unnecessary absences and tardiness, indifference to duty, and idle talk that creates trouble. Such irresponsible attitudes are far more often the cause of discharge than lack of skill or talent. If you want to hold the job, you must be just as much concerned with your personal attitude and behavior as you are with technical proficiency.

Winning a promotion: You can win promotions for yourself if you have the determination to get ahead and some of the necessary basic talents. Adequate education and training are the first requisites. There is no substitute for actual knowledge and skill in the work. Those employees who have learned the work from the ground up and have proved their capacities have a headstart up the promotional ladder over inexperienced outsiders.

Formal education is one of the surest ways to assure promotion. The college graduate has a much better chance than others to step into an executive position. A good substitute for this formal education is the in-service program of training that many firms have developed to promote workers from within the ranks. Participation in these courses demonstrates the worker's interest in promotion and his executive talents.

The capacity for leadership wins promotions. Management is always in need of persons who have the respect of their fellow workers and know how to guide the activities of others. Such leadership requires an understanding of the worker's problems and talent in getting the other persons to produce at a maximum level of performance. Leadership develops as you gain confidence in your abilities and in your capacity to influence others.

Mature judgment outweighs all other considerations for promotion. If you want to become an executive, you must expect to accept responsibility.

CHAPTER V

A CAREER AND SOCIETY

The purpose of this chapter is to show the relationship of a career to society. The students have had opportunities in the previous chapters to identify interests, abilities, and personality strengths and weaknesses as they relate to career choices. They have had an opportunity to explore a cross-section of occupational clusters that constitute the world of work. Each student, by this time, should have tentative goals and plans for obtaining them. Students should be aware of the procedures in seeking, securing and keeping a job. This chapter is designed to present awareness of some problems and solutions to the problems in the everyday life of our society.

UNIT 30: UNDERSTANDING EMPLOYER-EMPLOYEE RELATIONSHIPS

PURPOSE: Employer-employee relationships apply in general to all jobs. Poor relationships between employer and employee account for 80% of all job losses. Students should realize the importance of these relationships and understand the rights of the worker and the rights of the employer. The school setting provides a good situation for practice and development of good relationships. In the school setting the teachers act in a capacity similar to employers and the students as the employees.

TEACHER SECTION:

A. Teacher Objectives:

1. To inform students of the proper relationships between employer-employees.
2. To inform students of the duties expected by the employer.
3. To inform students of the rights and privileges of the employee.
4. To help students develop an understanding of good employer-employee relationships.

B. Suggested Teaching Activities:

1. Ask a personnel director to speak to students.
2. Request various employees to speak to the class.
3. Role playing of good and poor examples of relationships.
4. Watch current events, newspapers and magazines for examples of conflicts between employers and employees.
5. Visit a plant so students can observe employer-employee relationships.
6. Assign students to interview employers and employees to obtain views on their relationships and then report findings to the class.
7. Write 10 different situations between yourself and a school faculty member that parallels a weakness on your part as the employee to the faculty member as the employer.

C. Factors to Consider:

1. What the employer has the right to expect from his employees:
   a. regular performance of work duties.
   b. develop new skills required by job.
   c. seek to improve skills already obtained.
   d. obey rules and regulations.
   e. follow safety rules.
   f. take proper care of employer's equipment and property.
   g. display proper attitude.
   h. respect employer and all other workers.
   i. dress properly for the job.
   j. promptness in performance of work and responsibilities.
   k. be able to think for himself but humble enough to ask for help when needed.

2. What the employee has the right to expect from his employer:
   - a. the same privileges given to other employees.
   - b. consideration for the safety and health of employee.
   - c. advancement when earned.
   - d. receive full payment when due.
   - e. respect as an individual.
   - f. a fair salary.
   - g. good working conditions.

D. References:

1. *Films* available from Arkansas Department of Education Film Library, Little Rock, Arkansas 72201:

"Am I Trustworthy?"	#1118
"Working Together"	#5364
"You and Your Work"	#966
"Introducing the New Worker to His Job"	#30

2. Role Playing Methods in the Classroom, Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois.

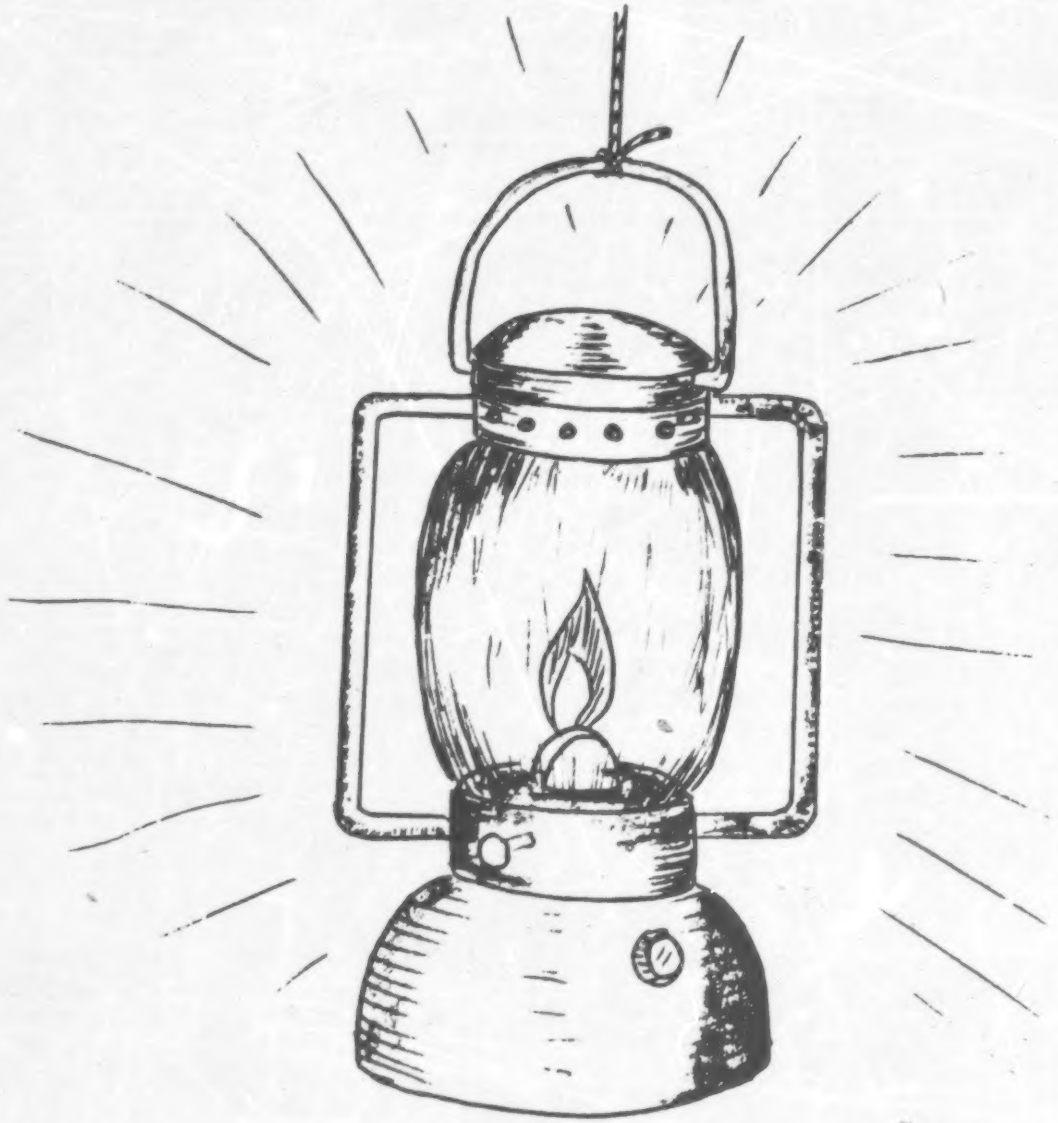
3. *Pamphlets* and materials are available in quantity from the Arkansas Employment Security Division Office for each member of your class, P. O. Box 2981, Little Rock, Arkansas 72203.

"Your Job - How to Lose It"
"Job Hunting"

From Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois, the following:

"How to Get the Job"
"Helping Youth Choose Careers"
"Getting Along with Others"
"Getting Job Experience"
"What Employers Want"
"Your Personality and Your Job"

EMPLOYER - EMPLOYEE
RELATIONSHIP



MAKES A BRIGHTER LIGHT
FOR ANY COMPANY

STUDENT SECTION - UNIT 30: UNDERSTANDING EMPLOYER-EMPLOYEE RELATIONSHIPS

A. Student Behavioral Objectives:

Upon completion of this unit the student on a written test will be able to:

1. Write a paragraph which in the judgment of the teacher shows an understanding of employer-employee relationship.
2. List five of the duties expected by the employer of the employee, as outlined in this unit.
3. Identify at least five rights and privileges of the employee.
4. Correctly respond on a teacher-made completion test to 80% of the statements related to material in this unit.

B. Pretest:

Use teacher-made pretest if desired.

C. General Information:

Students should realize the importance of good employer-employee relationships. This is the determining factor as to whether or not a person is a success on the job. The employer thinks that you are qualified for the job or he wouldn't have hired you. It is good business for him to help you make good, since turnover among employees is costly. The rest is up to you!

In order to make your job a success you must put your best foot forward at all times. Be efficient! Work hard by showing your supervisor and fellow workers that you are responsible and dependable. Speed and accuracy are musts. A good work record is a good passport and stepping stone for advancement or a better job if one comes along or you move to another locality. Good references from your last job cannot be ignored.

Always try to learn more than your job calls for--especially about the background of your company. If going to night school will improve or widen your working skills, even though you have enough to "get by," then by all means make the arrangements and show your initiative. Your paycheck and advancements along the line will more than pay you for this self-improvement.

Do your best to get along with your fellow workers. No one wants to hire you--no matter how good your skills--if you can't get along with others. Gossip, and griping about company rules or policy to other workers should never be done. If you make a mistake, blame yourself, not others.

Other rules to remember are the very ones which got the job for you in the first place. Always be prompt. Be polite. Be courteous. Be neat and clean in dress and appearance. Be honest--speak with confidence but never bluff or exaggerate. Be able to listen enthusiastically because you should really be interested in the work you are doing. Never miss work without a valid excuse and always call your supervisor and explain why you will not be there. Take care of your health because you need all your physical alertness to bring in business for your company.

D. Review:

1. What are the duties of the employee?
2. What advancement is expected of the employee?
3. What privileges do the employees receive?
4. What is the correct attitude to have as an employer or an employee?
5. What is the importance of a good employer-employee relationship?
6. What is the procedure for quitting a job?

UNIT 31: THE LEGAL REQUIREMENTS OF WORKING - LABOR LAWS AND SOCIAL SECURITY

PURPOSE: In the foregoing units of study an attempt was made to alert the students into an awareness of general self-development qualities needed to work successfully at a job and to live successfully in a society. This unit should help acquaint the student with general legal requirements applying to all occupations. They will be in effect regardless of the job sought. In this study students should find more reasons why they should stay in school and pursue an education.

Nine out of 10 working people in the United States are now building protection for themselves and their families under the Social Security program. Each paycheck that an employed person receives will have an amount deducted to pay for this protection. An employed person should know what this deduction is for and what benefits he and/or his family will derive from it.

Each employee (especially young employees) and employers are affected by state and federal work laws. It is the responsibility of these persons to be familiar with the specific laws that apply to them.

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students with a basic understanding of the Social Security Act.
2. To help students understand how a person qualifies for social security benefits and the importance of applying for a social security card.
3. To help students gain a knowledge of Health Insurance for the Aged and a knowledge of Unemployment Insurance.
4. To provide the student factual information concerning labor laws.
5. To prepare the student for entrance into the world of work through knowledge of the employment laws.

B. Suggested Teaching Activities:

1. Ask students studying this unit to take the pretest and score themselves on it.
2. Discuss with students possible ways of attaining the objectives in this unit.
3. Allow class to divide into groups to explore information relating to the objectives and to report their findings.
4. Fill out an application for a social security card.
5. Use a resource person from the local social security office.
6. Prepare a bulletin board display on social security and labor laws.
7. Ask students to collect newspaper articles about disabling accidents on the job and report to the class.
8. Plan a field trip to the local Social Security Office.
9. Invite a local lawyer to explain the labor laws to the class.
10. Assign students to review related films and other materials in the library audio-visual center.

11. Ask students to make reports to the class on the different functions of Social Security.
12. Ask students to list the hazardous occupations in which a student can work on a learner's permit.
13. Conduct a panel discussion on pertinent work laws.
14. Ask students to prepare a skit to dramatize the benefits of Social Security.
15. Assign a committee of students the task of interviewing local businessmen as to their coverage under minimum wage law, and have them present a report to the class.
16. Prepare a list of the occupations in the local area that are declared hazardous for persons under 18. Visit these occupations and have the students list the hazards they observe.

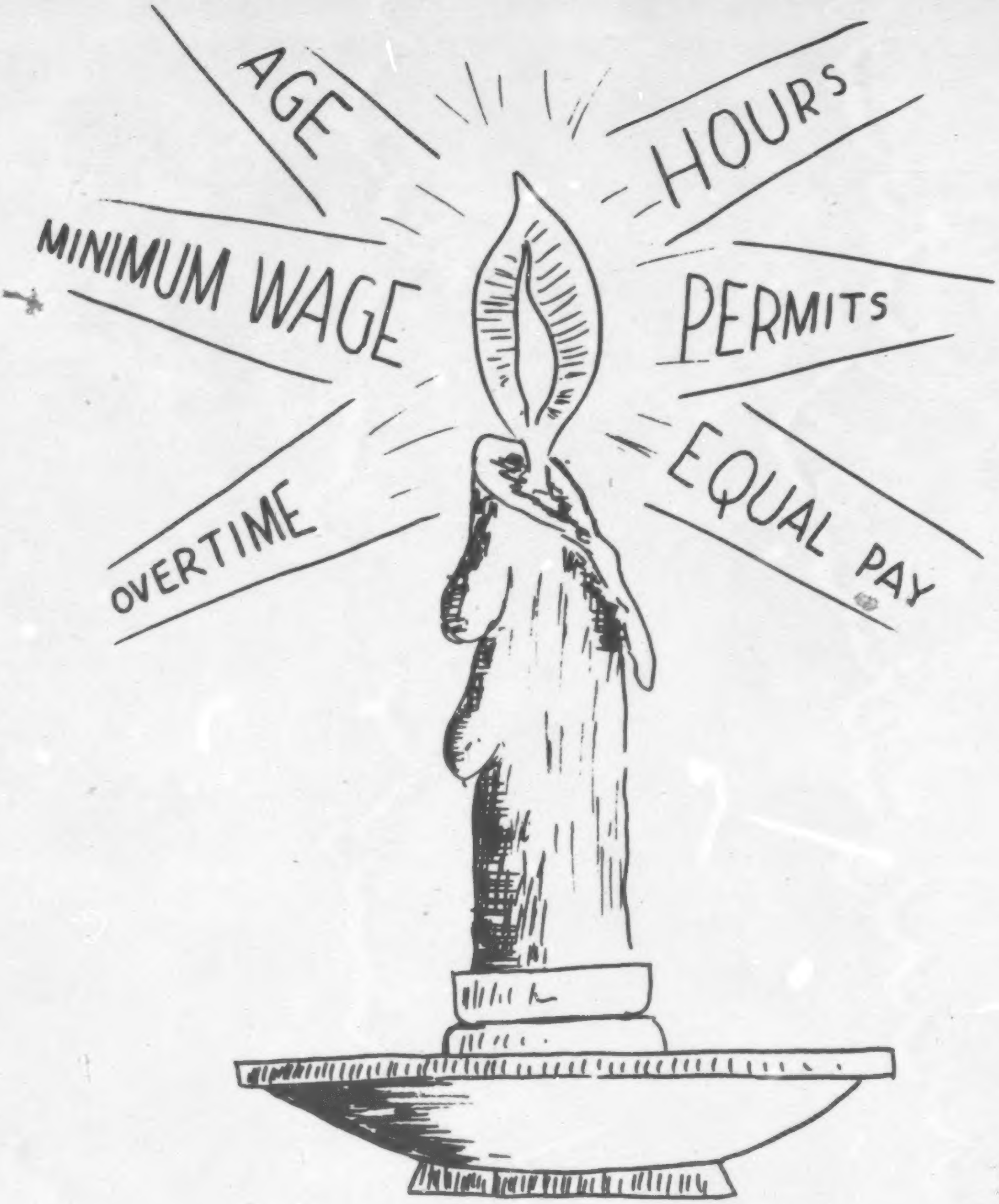
C. Factors to Consider:

1. How does Social Security work?
2. Who qualifies for Social Security?
3. Who gets the Social Security benefits?
4. How is Social Security financed?
5. How do you become a member of Social Security?
6. What are the benefits received from Social Security?
7. Is Social Security a form of welfare?
8. Where can you get specific information about Social Security?
9. What are the state and national minimum wages?
10. What are the Minimum Wage Law provisions?
11. Who must pay minimum wages?
12. What occupations are considered hazardous for persons under 18? How do regulations for working in these occupations affect underage individuals?
13. How old do you have to be to go to work?
14. How much time can a person under 18 work?
15. What laws apply to female workers?

D. References:

1. The World of Work, Kay Koschnick, New Readers Press, Box 131, Syracuse, New York, 13210, 1969. (Price $1.25)
2. "An Annotated Digest of the Labor Laws of the State of Arkansas," Arkansas Department of Labor, Little Rock.
3. A packet of Social Security materials may be obtained from: Office of Information, Social Security Administration, Baltimore, Md. 21235.
4. Application forms for Social Security cards can be obtained from your local Social Security Office.
5. Brochures re Arkansas labor laws may be obtained by writing: Arkansas Dept. of Labor, Capitol Hill Bldg., Little Rock, Ar. 72201.
6. Information re federal child labor laws, student learner permits, etc., write to: U.S. Dept. of Labor, Wage & Hour Div., Field Office, Rm. 3527 Federal Bldg., 700 West Capitol, Little Rock, Ar. 72202.
7. *Films:* "The Social Security Story" (15-min.color);"You and Medicare" (27-min.color); "Medicare" (10-min.color).
8. United States Department of Health, Education and Welfare, Social Security Administration, Social Security Programs in the United States. Washington: Gov't. Printing Office, 1968.

LEGAL REQUIREMENTS


AGE
HOURS
MINIMUM WAGE
PERMITS
OVERTIME
EQUAL PAY

OF WORKING

STUDENT SECTION - UNIT 31: THE LEGAL REQUIREMENTS OF WORKING - LABOR LAWS AND SOCIAL SECURITY

A. **Student Behavioral Objectives:**

Upon completion of this unit the student on a written test will be able to:

1. Write a paragraph which, in the judgment of the instructor, shows an understanding of the security provided society through Social Security.
2. Identify at least four important ways laws enacted by the Federal Government have benefited labor as outlined in this unit.
3. Write a paragraph which, in the judgment of the teacher, shows an understanding of the reasons child labor laws have been enacted.
4. List at least three ways employment is regulated according to the data in this unit.
5. Correctly respond, on a 15-minute completion test (teacher-made), to 80% of the statements concerning labor laws and Social Security as outlined in this unit.

B. **Pretest:**

Below are questions related to the laws governing one's employment. Your score on this test will not be considered in computing your grade for the unit. This is merely to measure your present level of understanding pertaining to employment laws. Circle the correct answer or complete the blanks where necessary.

1. The minimum age a minor may work is ____________.
2. The Federal minimum wage rate is _______________perhour.
3. The minimum wage rate in Arkansas is __________ per hour.
4. A child must be ________years old in Arkansas before he can be employed.
5. A child in Arkansas under 16 may not work more than _______hours a week.
6. A child in Arkansas under 18 may not work more than ________ hours a week.
7. The minimum age a minor may work is 15. (True False)
8. An application must be on file with the Employment Security Division for a minor to work. (True False)
9. If both women and men are doing the same work, there can be no discrimination because of sex in the payment of wages or salaries. (True False)
10. A child under 16 years of age cannot work in any occupation dangerous to life or limb or injurious to health or morals. (True False)
11. The term "social security" refers to the National Social Insurance Program--Old Age, Survivors, Disability, and Health Insurance. (True False)
12. The Social Security insurance program came into existence with the Social Security Act in 1935. (True False)
13. In 1956, retirement age was lowered from 65 to 62 years of age for women. (True False)
14. Medicare is an insurance for young men and women. (True False)

ANSWERS: 1. 14 4. 14
2. $1.60 5. 48
3. $1.20 6. 54

TRUE: 8,9,10,11,12,13
FALSE: 7 and 14

C. General Information:

How Is Employment Regulated? All of the states, as well as the Federal government, have enacted laws, established boards and commissions, and have provided the machinery to regulate employment and to protect employees and employers alike.

These statutes, both state and federal, are supplemented by regulations which are administered by boards and commissions. These administrative bodies deal with such matters as protection against cheap labor, the right to get a job without regard to race, color, or creed, and good working conditions.

What Are Child Labor Laws? Child labor is the employment of children in gainful occupations. Federal and state laws regulate the labor of children.

Why Are Child Labor Laws Needed? Labor laws are needed to prevent the exploitation of children.

Child Labor Provisions of the Fair Labor Standard Act of 1938. The Fair Labor Standards Act, in addition to its basic minimum wage and overtime provisions, contained many regulations concerning the employment of children.

Who Is Covered By This Act? Employees in interstate or foreign commerce. Coverage is extended to these employees working in places that produce goods for interstate and foreign commerce.

What Are the Age Standards of the Fair Labor Standards Act? The minimun age for employment in a nonagricultural occupation that may be hazardous to limbs or morals of a young person, is 18 years of age. Federal law forbids labor of children under 16 years of age, except those who work for their parents.

What Is The Law As To Wages and Hours? The Federal government has enacted the Fair Labor Standard Act, which is also known as the Wage and Hour Law, to provide minimum wages and maximum hours for all employers engaged in interstate commerce or the production of goods and interstate commerce.

What Is The Federal Minimum Wage Rate? The present minimum wage as set by the Fair Labor Standards Act as amended in 1966 was $1.60 per hour; however, this has been changed. Overtime pay should not be less than one and one-half times the employee's regular rate of pay for all work after 40 hours in a work week.

Minimum Wage Act of State of Arkansas - Who Is Covered? All employers of five or more employees are covered by this act except those employers subject to Federal Fair Labor Standards Act.

What Is the State Minimum Wage Rate? The present minimum wage will need to be provided by the instructor.

What Are the Penalties for Violating the Minimum Wage Law? An employer who violates any part of the state minimum wage law will be fined upon conviction, up to $100 for each offense.

Employment of Women in Arkansas. A woman must be paid at the same rate as a man, getting time and one-half for all hours over 40 hours. An overtime permit is necessary if a woman is required to work regularly longer than nine hours in one day. A 45-minute meal period must be allowed for women employees. This regulation, however, can be varied if certain conditions are met.

The term "social security" as used in the United States, refers to the national social insurance program--Old Age, Survivors, Disability, and Health Insurance. Social Security had its beginning soon after the depression in 1935. The purpose of the social security program is to provide monthly cash benefits when earnings are cut off by old age, disability, or death, and protection against hospital and medical costs in old age.

Protection against short-term involuntary unemployment is provided for through the unemployment insurance system. Most of the wage and salary workers are covered under this program. Workmen's compensation programs provide medical care and cash benefits to an individual injured at work and monthly benefits to his dependents of his death results from such injuries.

A supplement to the social insurance programs are the public assistance, private employer benefits, and private insurance plans. The veterans have a wide range of services provided under the veterans' program.

During the depression of the 1930's, the agencies that were to provide security could not cope with the needs of the people. It was realized that people could not provide for themselves during periods of unemployment. This led to the Social Security Act. This act led to the Social Security Withholding. There are certain qualifications a person must meet before he is eligible for social security benefits.

In 1939 a person was considered to have insured status if he worked one out of every two calendar quarters after 1936 and had a minimum of six quarters. A calendar quarter means a period of three calendar months ending March 31, June 30, September 30, or December 31 of any year. A quarter of coverage means a calendar quarter in which a person has paid $50 in a particular calendar quarter. In 1950, insured status was related to the amount of work required to the time worker could have been expected to have worked after 1950. In 1960, provisions enacted changed requirements to one quarter coverage for each three quarters elapsing after 1950. The 1967 amendments provided benefits at a reduced rate to disabled widows and widowers starting at age 50.

D. Review:

1. What is the basic function of social security?

2. How do you get a social security card?

3. How are social security payments made by the employee?
4. Where can you get help on social security problems?
5. What work laws are applicable to students?
6. How can a student under 18 legally work in a hazardous occupation?
7. What is the minimum wage in Arkansas?
8. How is social security different from welfare?

UNIT 32: CIVIC RESPONSIBILITIES

PURPOSE: In order that communities may be made a better place to live and work, the people must possess a sense of responsibility and willingness to serve. This unit of study provides for applying "self-development." As the functions of each organization and studied, students will realize the service rendered by individuals that make up the membership of the organization. Students should become aware of the functions of their own youth organizations to render services to self, the school, and the community. After this study and the activities, students will be able to evaluate youth organizations by placing less emphasis on the category "provides social activities such as parties" and more emphasis on "self-development and service." This unit, like all others, should be filled with lively activities that will provide for student participation.

TEACHER SECTION:

A. Teacher Objectives:

1. To increase student awareness of individual civic responsibilities.
2. To inform students about the various civic organizations existing in the community and how they contribute to making a better community.
3. To instill a desire to participate in community improvement projects.

B. Suggested Teaching Activities:

1. Visit Chamber of Commerce.
2. Visit civic club meetings.
3. Visit city hall and public offices.
4. Use public officials as resource persons.
5. Use minister to explain church functions.
6. Attend a city council meeting.
7. Make a study of each youth organization in the school. Ask officers to speak giving primary functions of their organizations.
8. Cooperate with civics teacher or social science teacher in providing opportunities for student participation in real community projects.
9. Organize the orientation class, elect officers, and conduct periodic meetings. Emphasize participation in existing school youth clubs.
10. Invite local civic club members to the class to discuss their organizations.
11. Encourage students to gather information concerning other clubs which were not represented in the class discussion.
12. Discuss various ways students may be able to aid social and health organizations in their community.
13. Point out the need for supporting such health organizations as Red Cross.
14. Discuss ways by which students can improve their school and community.

C. Factors to Consider:

1. Chamber of Commerce: its organization and function.

2. Civic clubs and their purposes in a community (Rotary, Lions, Kiwanis, etc.).
3. Voting as a civic responsibility.
4. Local tax structure.
5. City council, student council, and youth organizations.
6. Personal development opportunity in any organization (leadership, personal service to community, acquaintance and fellowship, educational opportunity).
7. Churches.
8. Health and medical organizations (Heart Fund, Cancer Drive, Red Cross, etc.).
9. National organizations providing civic service (National Guard, Corps of Engineers, etc.).

D. References:

1. Literature from National Chamber of Commerce.

2. Pamphlets from civic clubs.

3. *Film:* "Community Responsibilities" available through the Arkansas Department of Education Film Library, Little Rock, Arkansas 72201.

4. Service Directory of National Organizations, The National Assembly for Social Policy and Development, Inc., New York, N.Y., 10th Edition, 1969, Mrs. Louis N. Munn, Editor.

5. The Public Welfare Director, American Public Welfare Association, Chicago, Illinois, 30th Edition, 1969.

6. Health Organizations of the United States, Canada, and International Graduate School of Business and Public Administration, Cornell University, New York, 2nd Edition, 1965.

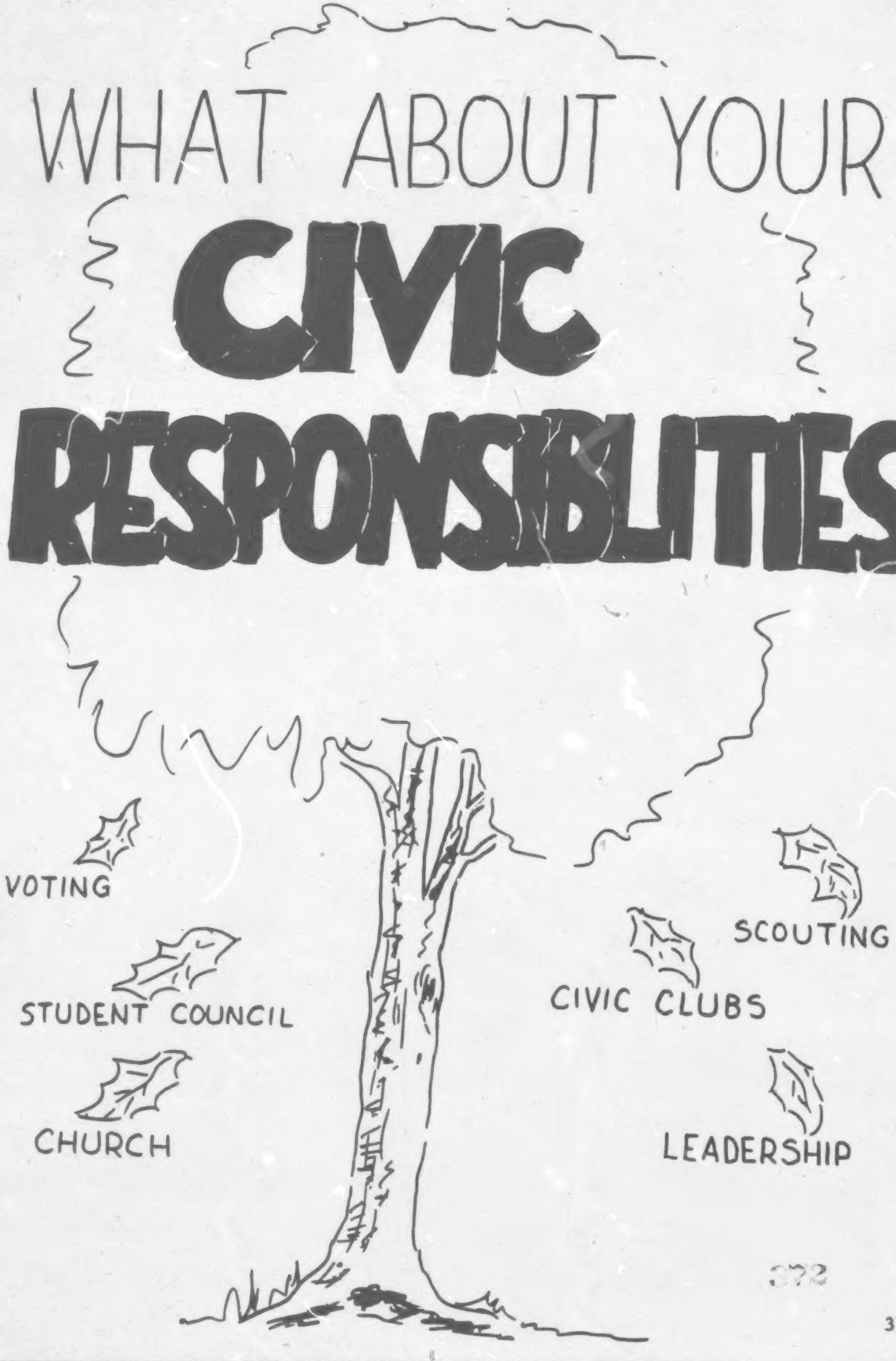
7. Government in Arkansas, Henry M. Alexander, Pioneer Press, 1963, Little Rock, Arkansas.

8. *Film:* "Community Responsibilities (Community Life and Planning), 11 minutes, Arkansas State Department of Education Film Library, Little Rock, Arkansas.

9. *Film:* "Community Government," 14 minutes, Arkansas State Department of Education Film Library, Little Rock, Arkansas.

10. *Film:* "Beyond Three Doores," 26 minutes (color), Bell System Telephone Office.

WHAT ABOUT YOUR CIVIC RESPONSIBLITIES?


VOTING
STUDENT COUNCIL
CHURCH
SCOUTING
CIVIC CLUBS
LEADERSHIP

STUDENT SECTION - UNIT 32: CIVIC RESPONSIBILITIES

A. Student Behavioral Objectives:

Upon completion of this unit, the student, on a written test, will be able to:

1. Correctly outline the parliamentary procedure used to conduct a business meeting as judged by the instructor.
2. Match with 80% accuracy the civic club with the community service each renders to the community as stated by the unit.
3. Write a definition acceptable to the instructor for the meaning of civic responsibility as presented in this unit.
4. List at least four service organizations active in your community.
5. Match the executive officers of the local county to the duties of their office as stated in the unit with at least 80% accuracy.
6. Correctly respond, on a 15-minute teacher-made true-false examination, to at least 80% of the statements concerning civic responsibility.

B. Pretest:

Since the content of this unit will vary depending upon each locality, it is recommended that the individual teacher develop his own pre- and post-tests.

C. General Information:

The term "civic responsibilities" includes several phases of community life. If the community is to be a desirable place to live, work, and raise a family, each person must be made aware of his responsibility as a citizen of the community. The city or local, state, and national governing bodies must be considered as one of the most important aspects of community living.

In developing the concept of civic responsibility, one must take into account his responsibility as a citizen to participate in political and governmental affairs. Many agencies of government participate in community activities in a more meaningful way.

Although all segments of government do not have a direct, visible input in community services, as citizens we have a direct contribution to make to government. As an aid to the fulfilling of this role, a knowledge of the organization and functions of the county and city government would help us better fulfill our civic responsibilities.

COUNTY GOVERNMENT: There are from seven to nine elected executive officers in the county. By law they are: County judge, county clerk, circuit clerk, sheriff, assessor, collector, treasurer, surveyor, and coroner. Each officer is elected for a two-year term.

County Judge: The county judge is business manager of the county. He is custodian of county property and public buildings and is the county purchasing agent. He is chairman of the county highway commission and of the delinquent tax board as well as a member of the county depository board. The county judge's responsibilities include county nursing homes and county prisoners. He is an exofficio member of the county planning board and can appoint other members with the approval of the quorum court. The office of county judge is considered the most important office in the county because of its function and other than constitutional authority.

County Clerk: This position has been called the "official bookkeeper of the county." The responsibilities of this office are: Assessment and property tax record keeping as well as appropriations made by the quorum court. He is clerk of this court as well as the county, juvenile, and common plea court. In addition, he registers motor boats, issues county licenses, and issues redemption certificates. He serves the chancery courts and he is clerk of the board of equalization.

Circuit Clerk: The officer in this position keeps records of the circuit and chancery courts and prepares court dockets. He also must file legal documents. This position is largely administrative.

Sheriff: Unless the statutes provide differently, the sheriff is exofficio tax collector. As a peace officer, he is responsible for law and order. He opens each term of the circuit and chancery court and carries out such court orders given to him.

Assessor: The assessor receives payment of taxes levied on personal and real estate. An authority seldom used by the assessor is raising and lowering assessment and viewing property.

Collector: The function of this officer is to receive payments of county, municipal, and school district taxes. He is not responsible for collecting, only receiving due payment.

Treasurer: The treasurer is responsible for the custody and disbursement of county funds and of funds of school districts in the county.

Surveyor: At the request of the assessor, the county surveyor locates boundaries of individual properties. Although less active in this area, he is also ex-officio county timber inspector.

Coroner: The coroner's most common duty is to hold inquests in cases of death occurring under circumstances that might suggest crime to determine if a crime has been committed. He may perform an autopsy if so ordered by county authorities.

CIVIC ORGANIZATIONS: It is very important for citizens to be aware of the local civic service organizations, membership responsibilities, and service rendered to the community. Following are a few of the civic organizations which probably will be found in your community; there will be others you will want to consider.

Kiwanis International: The Kiwanis International, with headquarters in Chicago, Illinois, was founded in 1915. Since that time it has grown to include 5700 local clubs. The composition of the organization is a federation of business and professional men's civic service clubs.

Contributions of this organization to the community include boys' and girls' work, agriculture and conservation, public and business affairs, support of churches in their spiritual aims, and vocational guidance.

The Kiwanis sponsors Key Club International for high school boys and Circle K International for college men.

Lions International: The Lions International was founded in 1917 and now has headquarters in Chicago, Illinois. It is an international association of 23,807 local clubs of business and professional men in more than 145 countries.

The point of emphasis of this organization is to provide community service and to promote better international relationships. To implement this goal so that it would be meaningful to the community, committees have been established: Agriculture, Boys and Girls, Citizenship and Patriotism, Civic Improvements, Community Betterment, Education, Health and Welfare, Safety, Sight Conservation and Work for the Blind, and United Nations and Youth Exchange.

Optimist International: The Optimist International was founded in 1919 with headquarters in St. Louis, Missouri. It has a membership of 100,000 and 2900 local clubs. The membership is made up of business, industrial, and professional men who are dedicated to inspiring respect for law, aiding and encouraging development of youth, promoting active interest in good government, and civic affairs. Their motto is "Friend of a boy." They have a monthly publication "The Optimist Magazine."

Rotary International: Rotary International was founded in 1955 and now is headquartered in Evanston, Illinois. The membership as of 1970 was 648,000 with 13,615 local clubs in 145 countries. Activities include general community betterment, leading boys and girls into good citizenship promotion, high standards in business and professions, and advancement of international understanding, good will, and peace.

They award scholarships and fellowships enabling outstanding students to study for one year in foreign countries.

HEALTH ORGANIZATIONS OF ARKANSAS: Public health in a community should be a concern of every citizen of the community. There are many services rendered by local, state, and national health departments. There are also many service groups that make great contributions in community health. Many individuals donate free time to organizations such as the Red Cross, Cancer Drive, Heart Fund, etc.

The following are some of the health organizations that are active in Arkansas:

Arkansas Cancer Society: "To aid in coordinating and correlating the efforts of individuals and organized bodies to reduce the mortality from cancer in Arkansas; to disseminate knowledge on the subject of cancer; to aid in establishing and maintaining research activities in the field of cancer; research is coordinated through the National Cancer Institute to which the society contributes research funds."

Arkansas Heart Association: "To aid in coordinating and facilitating the efforts of organizations and individuals interested in heart disease with a view to reducing the morbidity and mortality therefrom in Arkansas. A federation of Provincial Heart Foundations. Supports research in the cardiovascular field and passes on information through a program of professional and lay education."

Arkansas Tuberculosis Association: "Aiming to alleviate the plight and promote the well-being of those suffering from the dread disease of tuberculosis and other chronic pulmonary ailments." Activities include meetings and social functions, annual drawing, etc. Finances: Membership--$5.00 dues; other sources--income from social functions.

D. Review:

1. What functions should a person consider as his civic responsibilities?
2. In what way can a person benefit himself and his community by being aware of and participating in civic responsibilities?
3. To what youth organizations do you belong? If none, which do you expect to join?
4. You may want to conduct a five-minute meeting using proper meeting procedure.

UNIT 33: LABOR UNIONS AND ORGANIZATIONS

PURPOSE: This unit of study takes a general look at labor unions and organizations and how they affect the individual worker. Many students will be employed in occupations where they will be affiliated with unions and labor organizations. Therefore, they need to know the basic functions of labor unions and what occupations are governed by them.

TEACHER SECTION:

A. Teacher Objectives:

1. To provide students with a basic understanding of labor unions and their role in the work force.
2. To provide the student with a realizations of how labor unions affect individual workers.
3. To provide actual or simulated experiences with labor unions that will help the students increase their understanding and appreciation of the function of unions in our society.

B. Suggested Teaching Activities:

1. Ask students studying this unit to take the pretest and score themselves on it.
2. Instruct the students to read and study at their own pace the textual material about unions contained in Part C of the Student Section. You should make available to the students as many of the references and audio-visual materials listed in Part C of this section as possible.
3. Upon completion of Part C by the students, decide with the help of the students which of the suggested experiences are of most interest to the students, and most practical in view of the time available for this unit and your local situation.
4. At your option, decide whether you want to review individually or as a class, the review questions and answers given in Part D of the Student Section.
5. Decide whether you want the students to take the post-test for this unit and so instruct the students.
6. Invite a local union member to discuss unions.
7. Hold a class discussion on the benefits of unions.
8. Discuss the purpose, advantages, and disadvantages of labor strikes.
9. Define: boycott, closed shop, strike, union shop, fringe benefits, collective bargaining, grievance, picket line, wildcat, scab or strikebreaker, sweatshop, unfair list, yellow-dog contract, featherbedding, checkoff, lockout, runaway shop, black list, kickback, open shop, shop steward, guild.
10. Discuss the right-to-work law.
11. Set up a debate or panel to discuss labor unions and when they should be permitted to strike.
12. Point out instances where better wages and working conditions have been obtained by local unions.

13. Set up a mock labor union in class to help obtain jobs for students during holidays or the summer months. Use members of the class as representatives of management and labor and set up a collective bargaining situation.
14. Encourage members of the class to bring information on unions to school from home. Many of the students' family members may belong to various labor unions.
15. Visit a local union hall or meeting place and observe, if possible, a union meeting in session.

C. Factors to Consider:

1. History of labor unions:
    a. Origin
    b. Development
    c. Legislation (federal and state) affecting labor unions
    d. Problems of today's unions
2. Names of some unions:
    a. Actors and Artists of America, Associated
    b. Airline Pilots Association, International
    c. Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers, and Helpers, International Brotherhood of
    d. Bricklayers, Masons and Plasterers International Union of America
    e. Bridge, Structural and Ornamental Iron Workers, International Association
    f. Carpenters and Joiners of America, United Brotherhood of
    g. Communications Workers of America
    h. Electrical Workers, International Brotherhood of
    i. Laborers International Union of North America
    j. Longshoremans Assocaition, International
    k. Machinists and Aerospace Workers, International Association of
    l. Meat Cutters and Butcher Workmen of North America, Brotherhood of
    m. Oil, Chemical and Atomic Workers International Union
    n. Plumbing and Pipe Fitting Industry, United Association of Journeymen and Apprentices of the United States and Canada
    o. Retail Clerks International Association
    p. Sheet Metal Workers International Association
    q. Steel Workers of America, United (1,200,000 members)
    r. Teachers, American Federation of
    s. Teamsters, Chauffeurs, Warehousemen and Helpers of America, International Brotherhood of (Ind.) (1,700,000 members)
    t. Typographical Union, International
    u. United Automobile, Aerospace and Agricultural Implement Workers of America, International Union (Ind.) (1,414,500 members)
    v. United Mine Workers of America (Ind.)
    w. Woodworkers of America, International
3. Types of labor unions:
    a. Craft or horizontal (workers in only one trade) AFL
    b. Industrial or vertical (all workers in single industry (CIO)
    c. Trade unions
    d. Independent unions
    e. Company union

4. Union membership and dues:
    a. Every union member pays dues.
    b. Average dues will run approximately $6.00/month.
    c. Part of the dues are retained by the local and the rest sent to the national union.
    d. Membership privileges
    e. Methods of collecting dues
5. Union aims:
    a. Collective bargaining:
        (1) improve wage rate
        (2) guaranteed wage
        (3) shorter work week
        (4) more paid holidays, longer vacations
        (5) improved owrking conditions
        (6) safety programs, insurance programs
        (7) give worker a voice in his craft or industry
    b. Sponsor social activities.
    c. Educate their own members in their duties as citizens.
    d. Promote legislation that will help labor.
    e. Give scholarships to needy boys and girls.
    f. Look after the welfare of their union members.
    g. Sponsor credit unions for members.
    h. Establish a working relationship between labor and management for settling grievances or complaints.
6. Labor unions structure
    a. Organization of local union
    b. Methods and qualifications of officers
    c. When and how to join them
7. Career opportunities:
    a. Worker elected as steward and rises as an official of the local or national union
    b. Technical or professional skill (research, personnel, lawyer)

D. References:

1. The American Labor Movement, Leon Litwack, Prentice-Hall, Inc., Englewood Cliffs, N.J. 1962. Price $1.95.
2. American Unions: Structure, Government, and Politics, Jack Barbash, Random House, New York, 1967. Price $2.45.
3. The Great Struggle, Irving Werstein, Charles Scribner's Sons, New York, 1965.
4. The World Book Encyclopedia, Volume 12, Field Enterprises Educational Corporation, 1964.
5. The World of Work, Kay Koschnick ed., New Readers Press, Box 131, Syracuse, New York, 13210, 1969. Price $1.25.
6. "American Labor Unions," Reed C. Richardson, Cornell University, Bulletin No. 30, Price $.50.
7. "Labor Relations Primer," Robert E. Doherty, Cornell University, May, 1965 Bulletin No. 54, Price $.75.
8. "Important Events in American Labor History," U. S. Department of Labor, 1969, Price $.25. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

9. The following documents are available free from: American Federation of Labor & Congress of Industrial Organizations, 815- 16th Street, N.W., Washington, D.C. 20006.

   "This Is AFL-CIO" --Publication No. 20, November, 1969.
   "Why Unions?" --Publication No. 41, July, 1969.
   "AFL-CIO Constitution"--amended October, 1969.
   "Collective Bargaining - Democracy on the Job" - Publication #136.
   "The Export of American Jobs" - May, 1970.

10. Audio-Visuals

    "Labor Comes of Age," 1966 black and white 22-minute 16mm film #6153, Arkansas State Department of Education Film Library, Little Rock, Arkansas 72201.
    "Labor Movement: Beginnings and Growth in America," 1959 black and white 14-minute 16mm film No. 50671, Visual Aids Service, Division University Extension, University of Illinois, Champaigne, Illinois 61822. Rental is $3.15.
    "Labor and Labor Unions," a filmstrip and record No. 178F. Available for $4.25, record $5.00 from Eye Gate House, Inc. 146-01 Archer Avenue, Jamaica, New York 11435.

LABOR UNIONS AND ORGANIZATIONS

STUDENT SECTION - UNIT 33: LABOR UNIONS AND ORGANIZATIONS

A. **Student Behavioral Objectives:**

Upon completion of this unit, the student on a written test will be able to:

1. Identify four of the six occupational fields where labor union strength has been the greatest.
2. Write a definition for the term "labor movement" that in the judgment of your instructor, corresponds to the meaning in this unit.
3. Match five important terms and their definitions with 80% accuracy.
4. List two national labor unions by name.
5. List at least three of the five types of labor unions presented in this unit.
6. Match an explanation of closed shop, union shop, and open shop policies with the appropriate term with 100% accuracy.
7. State at least two of the five arguments for, and two of the five arguments against collective bargaining.
8. List at least seven of the 14 aims of labor unions.
9. Correctly respond, on a 15-minute written true-false examination, to 80% of the statements concerning labor unions.

B. **Pretest:**

Directions: On a blank sheet of paper, write the numbers 1 to 30. Read each of the following statements and indicate on your answer sheet whether you believe each statement to be true or false.

1. An individual worker can do little to improve his wages or working conditions.
2. Labor is defined as working with one's hands.
3. The labor movement began only when people started working in factories.
4. Today's unions are a part of the labor movement.
5. The history of labor unions dates back to the 13th century.
6. Early participants in the labor movement were called journeymen.
7. One early type of labor organization made up of shopkeepers and merchants was called a craft guild.
8. Apprentices were young beginners who worked for their room and board while learning a trade.
9. The industrial revolution created conditions that led to the modern labor movement.
10. Life in the Western world was little changed by the industrial revolution.
11. After the industrial revolution, workers had more personal contact with the employer.
12. To protect themselves from hardships after the start of the industrial revolution, workers began to form organizations called combinations.
13. The first strike in U.S. history took place in the printing industry.
14. The Typographical Union was the earliest union formed that is still in existence today.

15. An early organization known for its extreme secrecy was the Knights of Labor.
16. Uriah Stephens was the first president of the AFL.
17. George Meany was the first president of the combined AFL-CIO.
18. Craft unions represent all jobs in a particular craft.
19. The main davantage claimed for the craft type of organization is that the common interest of the members makes for strength and stability.
20. A company working under a closed shop agreement means that no union members will be hired.
21. Employer deduction of union dues from worker's pay is known as a grievance procedure.
22. Unions use what is known as collective bargaining to settle disputes with management.
23. A procedure for handling complaints or disputes originated by workers or unions is called a checkoff agreement.
24. When a dispute is submitted to a third person for settlement these third persons are called arbitrators.
25. A government agent sent to meet with labor and management to help reach an agreement is called a mediator.
26. The federal government, in some situations, has the legal power to cause a delay known as a colling-off period.
27. A paid, full-time representative of a labor union is called a shop steward.
28. A union member, not an officer of the union, elected to handle grievances of union members with the employer is called a business agent.
29. Local unions do not join together to form a national or an international union.
30. The AFL-CIO is a federation of national and international unions.

ANSWERS:

True -- 1,4,5,8,9, 12,13,14,15,17,18,19,22,24,25,26 & 30

False -- 2,3,6,7,10,11,16,20,21,23,27,28 & 29

C. General Information:

Labor Unions and Organizations: An individual worker can do very little to help improve his wages or working conditions. By joining with his fellow employees, however, he can effectively bargain with his employer. Some people say you can't fight city hall or buck the boss, but in a democracy this isn't true. Unions are one way employees can present their problems and have them considered. Approximately 17,900,000 workers, of 28% of the nonagricultural workers in the United States belong to labor unions. The strongest unions are in the fields of construction, entertainment, manufacturing, mining, printing and publishing, and transportation.

General Ideas about Labor: There are many ideas about what labor means. Usually one assumes labor is working with one's hands. In economics, the term "labor" has a very broad meaning. Labor includes many forms of human effort, physical and mental, that provide a service or add value to goods. Labor in these terms includes managers, mechanics, factory workers, bookkeepers, truckers, salesmen, and many others. There is another definition of labor, however, that has a more restricted meaning. This kind of labor is commonly found in organized labor unions. This labor is paid wages or other compensation for the creation or distribution of goods and services. These workers are usually not the owners of the goods they produce or owners of the business in which they work.

Labor Movement: The term labor movement is a general term applied to a group of workers who have organized for the purpose of improving their wages and working conditions. This term also applies to a series of unrelated attempts by organized workers to achieve various goals. Today's unions are a part of the labor movement. Gradually, we have accepted the meaning of the labor movement to mean the organization and the activities of labor unions.

The labor movement is very old. More than 300 years ago, there were organizations of employees in the simple small shops of England and Europe. The paid workers in these small shops formed organizations to bargain with the owners about wages and working conditions. As the labor movement progressed, the objectives became greater than simply bargaining with employers. Labor unions sought and succeeded in obtaining political action to gain certain protection and advantages by law. Some of the objectives gained by law involved working conditions, hours of work, and other advantages.

History of Labor Unions: In ancient times, labor was associated with slavery. Many people were born into slavery and others were prisoners captured in war. Ancient Athens was the first great democratic society, but still they had slaves. The Roman Empire also had slaves. Greece and Rome often allowed slaves to reach positions of responsibility in many households, and many won or bought their freedom. Still, labor--especially manual laborers--were thought of as lower class society. Labor began to gain dignity and respect as slavery declined and Christianity spread. Labor improved as the town replaced the rural area as the principal place of employment.

Early Unions: Unions in the United States and in Western Europe date back to the 13th century when merchants and artisans organized into associations, or guilds, for each craft. The agricultural system gave way to the system of home workshops in England and Western Europe. Workers performed their tasks at home or in small shops and they knew and understood the employer's problems.

There were two types of guilds, one composed of shopkeepers or retailers which was known as a merchant guild and the other made up of handicraft workers and called a craft guild. The craft guild established ranks for workers and some unions still use them today. The ranks were masters who were older craftsmen in whose homes the work was performed; journeymen were the craftsmen that the masters employed on a day-wage basis; and apprentices who were young beginners who worked for their room and board while learning the trade.

The guilds set standards for all products made by their members and set standards for prices and wages. This system broke down because of its restrictions on membership and its old-fashioned ideas of producing goods.

The Industrial Revolution: The economic and industrial change known as the Industrial Revolution created conditions which led to the modern labor movement. Toward the end of the 18th century crude machines were developed for use in factories. Machinery could produce more goods faster than the individual worker. These factories needed a large number of workers, so men and women moved from the farm to the city to take jobs.

By the beginning of the 19th century the Industrial Revolution had spread to the United States. Life was completely changed in the Western world. Factories were built to house the machines and only the wealthy could afford to own them. Factory workers were dependent upon the machines and the owners. No longer did they have easy personal contact with the employer or boss, and when workers had problems they had no one that would listen to them. Workers suffered many hardships, such as low pay, long hours, and terrible working conditions. Workers in Europe and the United States began to form organizations, at first called combinations, to protect themselves. These were usually outlawed because of pressure from the factory owners.

Unions in the United States: The first unions in the United States appeared in cities along the East Coast at the time of the Revolutionary War. Groups of craftsmen banded together to improve their wages and working conditions.

The first recorded striek in U.S. history was in 1786 when Philadelphia printers gained a minimum wage of $6 a week. A group of eight Philadelphia shoemakers formed the first union in 1792, but disbanded in less than a year. Few of the early unions survived the opposition of their employers, the hostility of the courts, and the pressure of hard times.

The Mechanics Union of Trade Associations, made up of several local unions was formed in Philadelphia in 1827. This was the first city central type of organization on record.

The first national unions came into existence in the 1850's. In 1852, the Typgographical Union was formed; this was the first national organization of workers to endure to the present day. The panic of 1857 caused many workers to lose their jobs and unions lost their power to bargain.

After the Civil War, business boomed, labor was in demand and unions were active. By 1864, about 300 local unions operated in 20 states.

The first important association of unions was the National Labor Union, organized in 1866. This association consisted of local unions, national unions, and trade union groups. It drifted into social rather than trade union endeavors, losing its craftsmen's support and going out of existence in 1872.

Knights of Labor: In 1869, Uriah Stephens, a tailor, and eight fellow workers organized the Noble Order of the Knights of Labor in Philadelphia. It maintained extreme secrecy until 1878, then began organizing skilled and unskilled workers openly. By winning railroad strikes against the Gould Lines and advancing the program for the eight-hour day, the Knights of Labor gained many followers, claiming over 700,000 members in 1886. It declined rapidly after the emergence of the American Federation of Labor.

American Federation of Labor: The Knights of Labor did not seem to represent craft unions' interests, so several craft union leaders left, including Samuel Gompers and Adolph Strasser. They formed the Federation of Organized Trades and Labor Unions (FOTLU) in November, 1881. At a convention in Columbus, Ohio, in December, 1886, it was reorganized as the American Federation of Labor. The AFL was the first national union to represent the practical economic interests of its members. The Federation did not concern itself much with the social and political welfare of workers, nor was it concerned about the welfare of all workers in general. They sought to further the interests of skilled workers in certain occupations. William Green succeeded Gompers as president of the AFL in 1924 and generally followed Gompers' policies.

The Congress of Industrial Organizations: Mass production industries, such as the automobile industry, developed on a wide scale in the 1930's. These industries needed union organization. Many leaders in the AFL felt that mass production industries should be organized on a craft basis. Others thought these industries should have mass industrial unions. John L. Lewis of the United Mine Workers gave leadership to this idea and organized a group called the Committee for Industrial Organizations. This group was forced out of the AFL in 1938 and became the Congress of Industrial Organizations (CIO). It followed many AFL policies, but, unlike the AFL, they believed in taking direct political action.

The AFL-CIO: The formation of the CIO caused rivalry between the AFL and the CIO, causing them to compete in attempting to win benefits from employers. Leaders of both sides recognized that this division weakened the strength and progress of the organized labor movement. A merger seemed to be the solution to give them strength and end the disputes. For several years a number of AFL and CIO leaders had dreamed of combining the two federations. In December, 1955, after many months of discussion, the two groups became a single organization (AFL-CIO). George Meany became its first president.

A declared purpose of the AFL-CIO is "to protect the labor movement" from corrupt influence and practices of all kinds. Some people were afraid that the merger would give labor too much power. They did not realize that labor and management today are equally concerned with the nation's economic well-being.

Types of Labor Unions:- Craft Unions: Craft unions represent all of the jobs in a particular craft. The members of a craft union may work in many different industries. Groups of construction workers, such as carpenters, plumbers, and painters, belong to separate craft unions. The term "craft" is used loosely, because many unions represent several different crafts. For instance, the International Brotherhood of Electrical Workers has as members building trades electricians, railroad shop electricians, shipyard electricians, and electricians wherever they are employed; but it also has as members employees of telephone, electrical machinery, and electronic concerns. National craft unions exercise so-called horizontal authority or command over their members. The main advantage claimed for the craft type of organization is that the common interest of members makes for strength and stability.

Industrial Unions: An industrial union is composed of all classes of workers in one or more industries. The members may have different jobs, but the union represents all the workers. Either the aircraft or the automobile industry is an example of this type of union. National industrial unions exercise vertical authority. Industrial unions stress the importance of the underlying interests of all kinds and classes of workers in an industry.

Trade Unions: Trade unions once meant a union of workers in the same craft or trade, but today the term is often used to refer to any union.

Independent Unions: These are local unions that do not belong to a national or international union.

Company Unions: During World War I, industry became concerned with personnel policies--high labor turnover, foreman training, salaries, and others. Out of this concern developed schemes of employer representation and company unions. Company unions played a role in training future union leaders. They taught employees to discuss their rights, to learn about business, and eventually to realize the importance of company unions as bargaining agents.

All unions operate under one of the following situations: closed shop, union shop, or an open shop. A closed shop refers to a business where only union men are hired. You must be a member before the employer will hire you. In a union shop you can be employed without belonging to a union, but you must join in a certain length of time after you are hired. A business that operates under an open shop does not require a worker to join a union to get a job or to retain his job. There may be a union with many members operating within that factory, but you join only if you care to.

Union Membership and Dues: When one joins a union he pays an initiation fee to the local union, which in turn pays an initiation fee for each new member to the national union. Local unions usually fix the dues for their members, which run approximately $6 per month. The local union collects the dues, keeps part of the money, and sends the rest to the national union. The national union, in turn, keeps part of the money and pays the AFL-CIO a small amount for each member. Some unions have checkoff agreements with employers. This means that the employer deducts union dues from the worker's pay and remits the money directly to the union. The Labor-Management Relations Act of 1947 states that the checkoff can be made only with the written consent of the employee.

Union Aims - Collective Bargaining: This means bargaining as to wages and matters relating to working conditions with employers by representatives of organized groups of workers. Such agreements, if lawful, become binding to a certain extent on all individuals concerned. Collective bargaining is the central objective of labor unions.

Representatives of a union and a company meet to talk over problems. The union makes certain demands and the management makes counter offers and from this they reach a mutual agreement. The representatives put their agreements in the form of a written contract, which contains specific statements of agreement relative to a number of points.

In order to deal effectively with employers in collective bargaining, unions insist that they must organize and maintain union security, which means acceptance and recognition of the union by the employers.

Arguments for collective bargaining:

1. Only by collective agreements can workers have equality of bargaining power with employers.
2. When individuals bargain, wages for the entire group tend to be set by workers who will accept wages that may have no relation to productivity.
3. Since the supply of labor usually is greater than the demand, collective bargaining is necessary to obtain fair wages.
4. Strikes are prevented if both parties do not violate the contract.
5. A long-term contract makes it possible for an employer to know what his labor costs will be and gives employees job or wage security.

Arguments against collective bargaining:

1. Employers contend that unions demand too much and threaten to destroy profits.
2. Unions interfere with the decisionmaking authority of management.
3. Unions tend to destroy loyalty of employees to the employer.
4. The employer considers himself generous and kind to his employees and considers it an insult for a union to want to speak for and negotiate for his employees.
5. The human aspects of management are being destroyed, and labor is being separated and divided from management because there are collective spokesmen.

Union Aims through Collective Bargaining:

1. Improve the wage rate--the amount of money a worker receives for a certain period of time or a certain amount of work.
2. Guaranteed wage--an agreement in which the company agrees to pay its workers all or part of their regular wages even if the plant is closed.

3. Shorter work week.
4. More paid holidays, longer vacations.
5. Improved working conditions.
6. Safety programs and insurance programs.
7. Give the worker a voice in his craft or industry.

Other Union Aims Are:

1. Sponsor social activities.
2. Educate their own members in their duties as citizens.
3. Promote legislation that will help labor.
4. Give scholarships to needy boys and girls.
5. Look after the welfare of union members.
6. Sponsor credit unions for members.
7. Establish a working relationship between labor and management for settling grievances or complaints.

Public Policy on Labor and Management: To prevent unrest and misunderstanding, there is a procedure for handling complaints and disputes originated by workers or unions. This is called a grievance procedure. It is usually a carefully written procedure and often is a part of a union contract between the employer and the union.

When disputes cannot be settled by mutual agreement or negotiation, the next step is often arbitration. In this process, the dispute is submitted to a third person or group of persons agreed upon. Such a person is called an arbitrator. His decision must be accepted by both parties, labor and management.

In some labor disputes, a government agent, called a mediator, meets with labor and management to help reach an agreement. The mediator has no power but merely attempts to bring both parties into agreement. The federal government, however, in some situations, has the legal power to require a cooling-off period (delay) before the strike.

To encourage negotiation and reduce conflict, society has tried to narrow the area of possible disagreement between the parties in collective bargaining. We maintain public agencies to establish the general rules and to answer certain types of questions for the parties.

Public agencies are taking an active part in many employment relationships. Representatives of the federal agencies are checking on hours of work and wage rates. State agencies are checking working conditions and the jobs held by young workers and women. Federal, state, and local fair employment practice commissions are working to prevent discrimination in employment based on race, nationality, or religion.

Labor Union Structure: There are three levels of union organization: (1) the local union, (2) the national or international union, and (3) the federation.

Local Unions: Local unions, or "locals" represent workers in the same area, such as a city or county. Some unions have many locals and others have only a few. They hold meetings at a headquarters or hall, usually every month. The members elect officers every one or two years. Officers carry out their union duties in addition to their regular jobs. If they can afford to, locals hire a full-time, paid representative, or "business agent." The union members of a division in a company elect a shop steward to handle grievances of members with the employer. He is not an officer of the union.

National or International Unions: Local unions may join together in a national union or an international union (they have locals in Canada, Puerto Rico, etc.). These unions supervise the important union job of collective bargaining. A convention held every one, two, or four years governs most national unions. Local unions send delegates to these conventions.

Federation: The AFL-CIO is a federation of national and international unions. There are almost 18 million union members in the United States and over 13½ million belong to unions affiliated with the AFL-CIO. Not all national unions belong. For example, the United Mine Workers and several railroad unions are not members of the federation.

D. Review:

1. What is the primary aim of unions?
2. Are labor unions and strikes of recent origin?
3. Do you think labor unions can become too powerful?
4. What is labor's most important method of getting benefits for workers?
5. What do unions work for, other than higher wages?
6. What U.S. government agency helps settle disputes between labor and management?
7. What are union dues used for?
8. What effect do labor unions have on the price of the finished product?
9. How does the consumer benefit from labor union regulations regarding the quality of the finished product?
10. What are the disadvantages of unions?
11. Are unions a good instrument of society?
12. What benefits are derived from unions?
13. Who eventually pays for the cost of higher wages obtained through strikes?
14. What is a closed shop?
15. What is a union shop?
16. What is an open shop?
17. What is a business agent?
18. What is a shop steward?

UNIT 34: PERSONAL MANAGEMENT OF MONEY, CREDIT, AND BUSINESS RECORDS

PURPOSE: Unit 32 dealt with the application of those qualities of self-development which are needed to accept community responsibilities. This unit is designed to help students become aware of good managerial practices regarding use of their time, credit, and money, to the extent that money, credit, and time are managed properly. Many of their material desires and self-satisfactions can be met through their participation in the world of work.

TEACHER SECTION:

A. Teacher Objectives:

1. To develop managerial abilities in the areas of money, credit, and personal business records.
2. To develop an awareness of personal responsibilities such as credit, taxes, insurance, and related responsibilities.
3. To help the student realize that successful money managers use goals as a guide in deciding the use of money.
4. Help students to understand the concept that a budget is a flexible plan whereby you estimate what your income will be during a certain period of time and then decide how you will use that income.
5. To help develop an awareness in students that money only comes from working either as wages or earnings from investments.
6. To help students develop an awareness of the value time has to each individual according to the way it is used.
7. To help students realize that wise use of time can help them reach their goals more effectively.

B. Suggested Teaching Activities:

1. Instruct students to fill in blank business forms in class.
    a. Bank statements and checks
    b. Tax forms
    c. Insurance forms
    d. Installment forms or bills of sale used on cars and appliances.
2. Discuss the steps in budget-making and ask each student to make a realistic budget.
3. Assign class members to research the financial conditions in the local area.
    a. Interest rate
    b. Cost of credit buying
    c. Types of investments available
    d. Charges for income tax forms.
4. Invite resource persons from the following areas:
    a. Real estate agencies
    b. Tax assessors
    c. Insurance adjustment agencies
    d. Investment firms
    e. Bank and loan companies.

5. Keep a diary of all the things you do for one day and the time spent doing each. Evaluate this record to see how effectively you are using your time.
6. Put $1.00 per hour value on the time you have for one year and see how rich you are. See how much each day of school time is worth; a school year.
7. Invite a woman who works as a wage earner and is a housewife to tell you how she manages her time.

C. Factors to Consider:

1. Money must be available to be managed.
2. Wise management entails some type of plan, either long or shortrange.
3. Credit is not given, it is established and its obligations should be met regularly and promptly to maintain the establishment.
4. Commandments of thrift:
   a. Work and earn.
   b. Make a budget and live within it.
   c. Keep a record of expenditures.
   d. Have a bank account (checking and savings).
   e. Pay bills promptly.
   f. Live within your income.
   g. Carry insurance.
   h. Investments (savings, stocks, bonds).
   i. Invest in a home (buying versus renting, types of home ownership).
   j. Make a will.
5. The ultimate function of money is to help in the realization of individual and family goals.
6. Goals and values determine the manner in which our money is spent.

D. References:

1. A Guide for Developmental Guidance, U. S. Department of Labor, Bulletin #14, Washington, D. C.
2. Let's Learn About Consumer Finance, National Consumer Finance Association, Washington, D. C.
3. *Films* available through the State Department of Education Film Library, Little Rock, Arkansas 72201.
   "Money and Its Use"
   "How to Handle Your Money"
   "Your Thrift Habits"
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4. Management for Better Living, Mary Catharine Starr, D.C. Heath and Company, Lexington, Mass. 1968.
5. Enjoying Family Living, Aleene Cross, J.B. Lippincott Co., Philadelphia, Pa. 1967.
6. Exploring Home and Family Living, Prentice-Hall, Inc. Englewood Cliffs, New Jersey 1971.
7. What Every Woman Should Know About Money, Mercedes Wood, Public Relations Director, Beneficial Management Corporation, 200 South Street, Morristown, New Jersey, 17960.
8. "Household Finance Corporation. Your Budget, Money Management Booklet," H.F.C., Money Management Institute, Chicago, Illinois

9. "Making the Most of Your Money," Educational Division, Institute of Life Insurance, 227 Park Avenue, New York, New York 10017.
10. "It's Your Money," Educational Services Division, National Consumer Finance Association, 1000 - 16th Street, Washington, D.C. 20036.
11. "A Guide to Budgeting for the Family," Home and Garden Bulletin #108, U.S. Department of Agriculture.
12. Audio-visuals:
    Overhead transparency originals 3M Brand:
    - a. Dollar Stretching Practices for the Family Buyer
    - b. Stopping Leaks in Family Spending
    - c. Evaluating Advertising
    - d. The Effect of Conditions Outside Family and Household on Management
    - e. Human Resources and Personal Development

    Films and Film Strips
    - a. "Your World and Money," 35 mm, 58 frames, Household Finance Corporation, Money Management Institute, Prudential Plaza, Chicago, Illinois 60601.
    - b. "Your Money and You," 35 mm, 72 frames, Household Finance Corporation, Money Management Institute, Prudential Plaza, Chicago, Illinois 60601, Price $1.75.
    - c. "Personal Financial Planning," National Consumer Finance Association, Education Division, 1000 - 16th Street N.W., Washington, D.C.

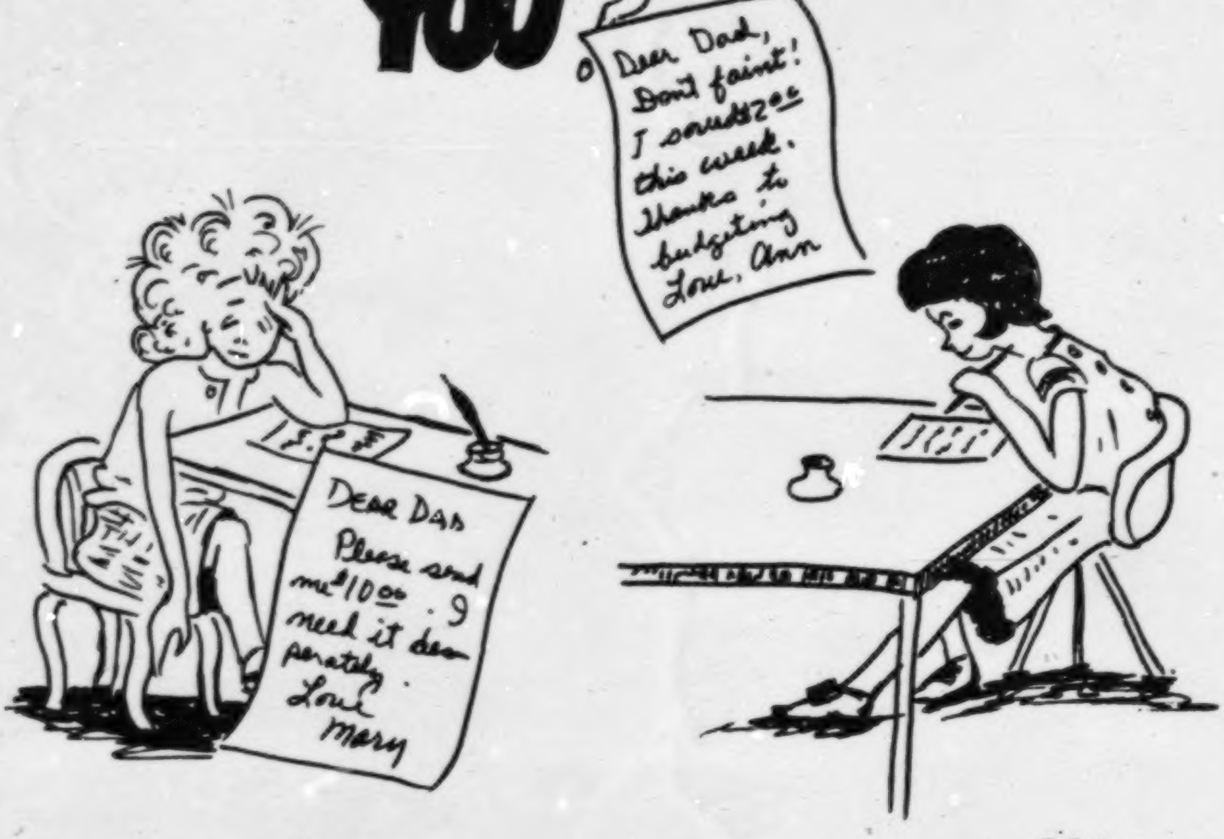
    Overhead transparency masters, a mini copy of (1) Organizing Time to Achieve Goals, (2) Systematizing, and (3) The Effect of Motivation on Energy. These masters are available from 3M Brand instructional materials at $1.85 per single set.

    Films:
    - a. "A Time Like This," 16 mm, 28 minutes, Modern Talking Picture Service, 3 East 54th Street, New York, New York 10022.
    - b. "When Your Time Is Your Own," 16 mm, 23 minutes, National Film Board of Canada, 680 5th Avenue, New York, New York 10019.

PERSONAL MANAGEMENT OF

MONEY, CREDIT, AND BUSINESS RECORDS

WHICH ARE **YOU**?


Dear Dad, Don't faint! I saved $\$2^{\underline{00}}$ this week. Thanks to budgeting Love, Ann
DEAR DAD Please send me $\$10^{\underline{00}}$. I need it desperately. Love Mary

STUDENT SECTION - UNIT 34: PERSONAL MANAGEMENT OF MONEY, CREDIT, AND BUSINESS RECORDS

A. Student Behavioral Objectives:
Upon completion of this unit the student on a written examination will be able to:

1. State at least four advantages of making a written time schedule as outlined in this unit.
2. Identify four of the five personal concerns that according to this unit should be considered when developing a spending plan.
3. Identify and define two types of costs as outlined in this unit.
4. List three types of income outlined in this unit.
5. List five of the seven steps to financial wisdom as outlined in this unit.
6. Correctly respond to at least 80% of the items on a teacher-made test relating to the money management, time management, and business records.

B. Pretest:
Directions: On a blank sheet of paper write the numbers 1 to 10. Read each of the following statements and indicate if you believe each statement to be true or false.

1. Your quality of management depends on how you use your own personal resources.
2. Time is completely expendable; if not used at present it is gone forever.
3. The value of time depends on the individual and what he does with it.
4. We should not worry or try to manage time so as to accomplish all the things we want to do.
5. In order to be efficient in time management, we must also manage the use of our energy.
6. An individual's time usage is related to his values and the availability of other resources.
7. Systematizing in the home and performance of jobs helps a person in becoming efficient in time usage.
8. Planning a time schedule in one's mind is just as good as writing it down.
9. Time schedules are rigid written plans which must be strictly followed in order to be effective.
10. Becoming efficient in use of time also helps us to be better managers in areas of management such as energy and money.

ANSWERS: True - 1,2,3,5,6,7,10 ------ False - 4,8,9

C. General Information:

Management may be defined as the use of time, energy, money, and material possessions. Management may be either desirable or undesirable. It may be either good or poor. Your quality of management depends on the way you use your own personal resources. Your decisions will be influenced by others, especially your peers and parents, but the final decision will be yours.

Time management is one of the most important phases of becoming a good all-around manager. Time is the one resource which all persons possess in the same amount. Each person has 24 hours or 1,440 minutes in each day. There is no bank or storehouse for time so that we can draw upon it if we seem to be running out of time before reaching our goal. It depends on one's managerial skills if time is to be used to the maximum. Time is completely expendable, a moment lost or wasted is gone forever.

Time within itself has little meaning or worth. It is the individual and what he/she does with time that gives it value. In order to get full value of time every minute must be used effectively. To do this one must plan for full use of his time. Time must be allowed for doing the necessary routines of life such as sleeping, eating, grooming, dressing, doing daily chores, going to work or school. We must also plan some time to be alone and to be with others. We need to use our time in such a way that we can accomplish all of the things we need and want to do. The determining factor in doing this is not just the planning of time use, but also other resources such as energy. Wise use of energy helps one to conserve time. If one is tired because of lack of energy, it will take much longer to do a task than if he is refreshed and has a good energy supply. Energy may be conserved by alternating more vigorous tasks with those which are less physical.

Since time management is big business for each individual, we can all take a tip from executives. They plan and record those plans on paper. By the individual making a written master plan, he will have the following advantages. First, merely in the process of writing out what he is to do, he will see relations between activities. Second, as he plans each single item on his list, he is more inclined to think through each step. He does not waste time action trying to think where to start. Third, he has a guide as time and activity moves along. He does not have to jog his memory if he forgets where he is. Fourth, at the end of a period of time, he is better able to evaluate his progress and see where he might make better use of some of his time.

When making a time schedule, you need to try to apply the following four principles or measures of a good time schedule: simplicity, completeness, flexibility, and workability. Make your plan simple and do not spend too much time working on a plan. These same four principles apply to both short and long-term planning.

Wise planning and efficient usage of time will help make you a more successful person at school, on a job, or at home.

Money Management:

Money is a fact of life at almost any age. Skill in using it will be needed all through life. Management of money is often defined as an understanding and maintaining a workable relationship between income and outgo. You will be using this skill all of your life and the value you receive from your income will depend upon your proficiency in development of management practices.

In order to effectively manage your income, you must become aware of what you actually have to spend. There are three types of income: (1) gross income, the total amount you have before any deductions are made; (2) net income, take-home pay (spendable income), what is available to spend for everything you buy; (3) discretionary, that which is left after you subtract your regular expenses from your net income, what you spend for strictly "choice" spending.

Income is derived from many sources: salary or wages, profits from business or farming, interest on savings, dividends on investments, rents from properties, commissions, pensions, public assistance, annuity or insurance income, or any other source which comes in regularly.

In order to plan spending wisely, you should be aware of the deductions which are made from income sources. Some of the deductions are Federal Income Tax, State Income Tax, Social Security, union dues, withholding for pensions, retirement, insurance payments, etc.

As a young person you may assume that you do not have an income to manage, but you do, either from earnings, allowance, or the dole system. Your earnings come from work performed. Allowance is a set amount supplied by parents for your personal spending for a specific period of time. These may vary according to needs, family income, age, and family values. The dole system is where you just ask and receive money when you can talk your parents out of it. Your income may be limited but you should plan your spending so as to derive the greatest benefits for it.

The use you make of your income will be influenced by your values, goals, shopping knowledge, and external influences such as parents, peer groups, economic and societal conditions.

Development of a workable spending plan is necessary if you are going to manage your money rather than have it manage you. In developing a workable plan, you should consider the following personal matters: (1) what your wants and special needs are; (2) what your income will include; (3) how you have distributed your money in the past; (4) what changes in your life or your family's lives are likely to alter your present financial picture; and (5) your checking and altering your plan after a trial period.

As you consider your wants and needs you will need to establish priorities, consider essentials and nonessentials, and determine both short and long-term goals. Your own values will have the greatest influence on determining your personal goals. The following three headings could be used for categories of wants and needs: Soon, This Year, and Future. After you have completed your list you can readily see where you want to go financially. A great deal of self-discipline is involved, because you may find that your wants and needs cannot be fully met with your income.

When speaking of income, we find there are many kinds, but our primary interest is money. In our economic system, money serves as a medium of exchange for goods and services we want and need. Money has relative value when it is used to meet our needs and wants. Your source of income may be an allowance, earning from a job or investments, gifts, or a dole. You need to think in terms of spendable income, that which is left after deductions are made. Deductions are made from earning but would not be taken from an allowance, dole, or gifts. If your income is irregular, you will need to arrive at an estimate and it should be based on the lowest expected income. Your estimate can be based on your recent and expected income.

If you have records of your past income, it can serve as a basis for planning your future spending. In making your estimates the immediate and near future items should be considered first. If your income is low, you may find some immediate things may have to be eliminated in order to plan for long-range goals. If no previous spending records are available you may want to keep a spending record so you can become aware of your spending habits before you try to plan your spending.

Incomes often vary so you should consider causes which could alter your financial plans. Some of these could be health of family members, changing economic conditions of the area, stage of family cycle, employability of family members, mobility of family and family values and goals.

After you have determined your goals, computed your spendable income, estimated and apportioned your income, and considered possibilities for income changes, you are then ready for developing your spending plan or budget. Your spending plan or budget should be flexible, based on your own personal goals, spendable income, estimated income, and be for a specified time. You need to consider both fixed and flexible costs. Fixed costs are those which are fairly certain in amount and which occur regularly. Flexible costs are those which are uncertain in amount and occur regularly. Spendable income must cover both regular expenses and discretionary expenses. Savings should be included first in all budgets --this means you get paid first even though it may be just a small amount. If savings is determined last, there is seldom anything left to save.

By developing a workable spending plan, it will force you to decide what you want most out of life, help you to live within your income, help you to eliminate wasteful spending, help you to achieve long-range goals, provide education in the management of money, and be an excellent financial reference.

You may conclude that a budget is a plan for allocating income during a set period, based on an estimate of the funds available. A budget will vary from one family to another or one person to another because of the difference in values, goals, earning abilities, and many external factors. What will work well for one will not fit another. A budget is strictly a personal plan.

You can be sure that you are a good manager of money if you follow the "Seven Steps to Financial Wisdom," National Association of Manufacturers, 277 Park Avenue, New York, New York 10017.

1. *Treat money with respect:* All material things cost money; so without it, you're not "with it." In fact, you're in trouble. It just makes good "cents" to treat your dollars wisely.
2. *Be realistic about your budget:* If you spend more than you earn, you'll be in debt; so, establish realistic goals for both spending and saving.
3. *Know your spendable income:* Deduct taxes, insurance, and then fixed expenses from your income to determine your spendable income before you take on additional expenditures. This is the first step toward keeping out of debt.
4. *Save now to spend more later:* Set a goal and save big! If you have a big incentive, the cost of saving is slight.
5. *Honor your credit rating:* If you must borrow to pay a debt or make a large purchase, be sure to shop for the best credit terms. Get advice from your bank; know what you are doing. Then pay your monthly installments promptly.
6. *Help your money grow:* Don't leave large sums of money in a checking account or under the mattress. Put it in a savings account on bonds that will pay you interest. Or, after investigating thoroughly, buy stocks or real estate for future growth.
7. *Keep accurate records:* When you know what it costs you to live over any given period of time, you can save easier to spend more.

D. Review:

1. What are some advantages and disadvantages of owning your own home?

2. What percentage of a family's income should go to food? Clothing? Shelter?
   a. What factors affect these percentages?
   b. What determines if an item is a necessity, a desirable object, or a luxury?

3. How does credit differ from interest and equity?

4. What are some security measures wage earners need to consider as protective measures for their families?

5. What is money?

6. What is management?

7. What benefits, if any, do taxpayers receive from the taxes they pay?

APPENDIX

APPENDIX A

SUGGESTED GUIDELINES FOR SPEAKERS FOR CAREER ORIENTATION

After the initial contact has been made:

1. Obtain background information about the speaker in order to present this in introducing him.
2. Send the speaker a copy of these guidelines.
3. Provide information to the speaker describing the type of students and the program.
4. Request the speaker, in his remarks, to urge students to graduate from school and to discourage dropouts.
5. Ask the speaker to cover:
    a. job opportunities
    b. types of occupations in his business field
    c. job requirements
    d. attitudes
    e. attendance
    f. Training and education needed by the student for this type of work should be related to the industry being discussed.
    g. How do we get this type of training in high school?
6. Ask the speaker to cover this question: What are the satisfactions that workers have from this type of work?
7. Indicate to speaker that maximum speaking time should be held to thirty minutes so that there will be time for student questions.

Hints to Career Orientation Teacher

8. Prior to the speaker's visit, orient students to the industry or field to be discussed, include the use of filmstrips when they are available. Prepare students with outline sent to speaker so that they can be prepared to ask questions about items the speaker may not cover in his talk.
9. Provide follow-up with students the next day and thereafter. A well prepared notebook by the students will provide records of vital information needed for them to make decisions about the occupation explored.

Note: The content of items 5-8 to be covered by speaker should coordinate with the content being studied by the students.

APPENDIX B

STUDENT PERSONAL DATA FORM

To the Student:

The purpose of this form is to bring together essential information about you, so that your teacher will know you better. Answer the questions frankly and completely as possible. The forms are for confidential use only.

NAME________________ AGE______ DATE________
HOME ADDRESS________________ PHONE________
PLACE OF BIRTH________________ DATE OF BIRTH________
FATHER'S or GUARDIAN'S NAME________________
FATHER'S OCCUPATION________________ HIGHEST GRADE COMPLETED____
MOTHER'S OCCUPATION________________ HIGHEST GRADE COMPLETED____
OLDER BROTHERS AND SISTERS:

SEX (M or F)	APPROXIMATE AGE	HIGHEST GRADE COMPLETED	OCCUPATION

WAS YOUR LAST YEAR'S SCHOLASTIC STANDING HIGH?______ ABOVE AVERAGE?______
AVERAGE?______ BELOW AVERAGE?______ LOW?______ (CHECK ONE)

LIST THE SUBJECT THAT: YOU LIKE BEST:________ YOU DISLIKE MOST:________
________ IS EASIER:________ IS HARDEST:________
DO YOU PLAN TO GRADUATE FROM HIGH SCHOOL?________
IF YOU DO NOT PLAN TO GRADUATE, CIRCLE THE LAST GRADE WHICH YOU PLAN TO COMPLETE:
GRADE 9 10 11 12

STATE BRIEFLY THE CHIEF REASON WHY YOU MIGHT LEAVE SCHOOL.________
____
____

WHAT OCCUPATIONS OR FIELDS OF WORK HAVE YOU CONSIDERED FOR YOUR LIFE'S WORK?
1st CHOICE________________
2nd CHOICE________________
3rd CHOICE________________

IF YOU COULD DO JUST AS YOU WISHED, WHAT WOULD YOU WANT TO BE DOING WHEN YOU ARE AROUND 30 YEARS OF AGE?________________

HOW MUCH SCHOOLING DO YOUR PARENTS OR GUARDIANS WANT YOU TO COMPLETE?________
____

WHAT VOCATION DO YOUR PARENTS WANT YOU TO FOLLOW?________________
________ WHY?________________

Note: Reproduced from N. Carolina's Introduction to Vocations Teacher's Guide.

APPENDIX C

Success
Prosperity
Happiness

HOW TO BE LIKED

1. Always recognize and be considerate of the feelings of others. This is the prime attribute of a good leader.

2. Learn to really understand and like people in general. Their attitude toward you is a reflection of the way you feel toward them.

3. Learn to be a good mixer. This means being kind and friendly to all those with whom you come in contact.

4. Become interested in what the other fellow is doing. Incidentally, you might learn something of value.

5. Always respect the other fellow's right to his own opinion. You do not have to agree with him.

6. Never tease or joke about facts to which others might be sensitive. These "twits" are sharp daggers capable of inflicting deep and permanent wounds.

7. Be a builder-upper. When you boost the other fellow, your own stock goes up.

8. Be cheerful even when you feel "down." There is enough gloom in the world already.

9. Learn to be a good listener. Your mission in life is not broadcasting.

10. Develop a sense of humor. A good laugh is better medicine than the doctor's pills.

11. Cultivate unselfishness. The infant is born selfish - you should have grown since birth.

12. Be fair-minded. What a person is and does determines his worth, not where or how he was born.

(From Louisiana Guidance Service)

dear kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with polished shoes and a necktie. What was so special about him? Not experience; neither of you had any. It was his attitude put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire people aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem . . . . What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look, kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, *get eager*, will you?

Note: The Connecticut State Employment Service has been granted permission from Donald E. Wood, Editor, Automatic Machining Magazine to reproduce this editorial.

APPENDIX E

NAME______________________

DATE______________________

RATING____________________

SELF ANALYSIS OF PHYSICAL CHARACTERISTICS

Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the question "What physical traits keep people from presenting a good appearance and hence hurt their personalities?" Place a check mark before each thing that applies to you.

______Dirty fingernails
______Dirty hands
______Beard
______Yellow or unclean teeth
______Visible blackheads
______Pimples on face
______Dirty neck
______Dirty ears
______Greasy hair
______Dirty scalp
______Dandruff
______Hair too long
______Ragged fingernails
______Dirty shirt
______Soiled underclothes
______Baggy trousers
______Unshined shoes
______Dirty, dusty shoes
______Body odor
______Halitosis
______Too few baths
______Inappropriate clothes
______Stoop shoulders
______Awkward posture
______Hair not combed
______Greasy skin
______Broken shoestrings
______Buttons missing
______Clothes fitting poorly
______Dirty handkerchief
______Dirty collar and cuffs
______Run-over heels

Number of checks________

If you have checked fewer than five items, you are neater and better groomed than the average college student.

If you have checked between five and ten items, you are below average in neatness and should do something about it now.

If you have checked more than fifteen, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Each one is a personality defect in the eyes of other persons. Each defect can be eliminated.

APPENDIX F

"WHAT'S MY LINE"

The learning activity which has been most meaningful to my I.V. classes is the game, "What's My Line," as it was played on television some several years ago.

First, every student looks up a job of his own choosing and prepares himself to answer questions concerning this job. Then, as we play it, the teacher selects a panel of four, plus a timekeeper. (These four panel members are the top four students in the class, and the timekeeper is often the slowest.) This selected panel questions four students who are usually volunteers. The students who are questioned can only answer "yes" or "no," but the moderator, (in this case, the teacher), might have to intervene now and then to qualify an answer.

Each panel member questions one minute, after which the timekeeper blows the whistle and the next panel member takes up the questioning where the last member left off. In the event the panel does not guess the job in seven minutes, the student being questioned tells what he does. After this selected panel has questioned the four volunteers, the four having been questioned serve as panel members and four more volunteers are questioned. Thus, each student serves as a panel member and as the guest with the job.

I have found that if the panel members are provided with some of the leading questions, the game gets off to a good start, and the students relate to the theory of job studies. We usually start by finding out whether the job is of a manual, mechanical, etc., nature. This also helps to keep the audience "on their toes."

This game has proved more successful in my classes than anything we have tried other than field trips.

Provided by Mrs. Scott G. Dickinson, C.C. Erwin Junior High School

APPENDIX G

OUTLINE FOR NOTETAKING

Each student will need to keep notes and place them in their planbooks. The following is a suggested outline.

1. Films and filmstrips shown
    a. Title and publisher
    b. Detail information gained
    c. A statement of moral of the film or filmstrip
    d. Likes and dislikes of film or filmstrip

2. Visiting speakers or lecturer
    a. Date of appearance
    b. Name and title
    c. Where employed
    d. Occupation and classification of occupation
    e. Subject and text of lecture
    f. Qualifications necessary to get his job
    g. Working conditions
    h. Possibilities for advancement
    i. Salary (approximate)
    j. Approximate life of the occupation
    k. Questions asked and information gained

3. Field trips
    a. Date and place visited
    b. Reason for visiting this place
    c. Number and classification of occupations there
    d. Questions asked and answers given
    e. Information gained from questions
    f. Things learned from trip, numerically

4. Teacher lectures
    a. Topic discussed
    b. Information gained
    c. Questions asked
    d. Answers given
    e. Concise statements of information gained from lecture

5. Classroom reports
    a. Subject and date of the report
    b. By whom given
    c. Source of information for report
    d. Important excerpts from the report
    e. Information gained from report

APPENDIX H

ADVISORY COMMITTEE
A GUIDE FOR CAREER ORIENTATION TEACHERS

ACKNOWLEDGEMENT:

The basic format for this guide was taken from a handbook developed by Ward R. Robinson and Walter L. Cox, Jr. for use by vocational teachers of occupational information in the state of North Carolina.

FOREWORD:

In order for a career orientation program to function most effectively, it is essential to have the cooperation of the total school as well as a good working relationship with the school community. Advisory committees have been used successfully in other vocational programs of the school, and should prove to be a logical solution to many of the problems facing the career orientation teacher.

Gaining community involvement takes skill and initiative on the part of the teacher. Many teachers fail to recognize the importance of securing community involvement while others recognize the need but lack the necessary training and knowledge required to establish active involvement.

The purpose of this guide is to furnish the career orientation teacher with suggestions on one of the most effective ways of fostering a good working relationship with the community, namely the establishment of an advisory committee. This guide deals with the organization, functions, and operation of such an advisory committee.

ADVISORY COMMITTEE DEFINED:

An advisory committee is composed of key laymen and educators who provide lines of communication between the school and community, thereby assisting educators in building sound programs based upon student needs and community needs.

PURPOSES OF AN ADVISORY COMMITTEE:

The main purpose of an advisory committee is to establish communication between the school and the community so that the quality of the program of instruction may be maintained and further improved. In order to accomplish its intended purpose the following functions are recommended:

To serve in a counseling and consulting capacity for the career orientation program.

To assist the career orientation teacher in the following activities:

1. Planning activities which will be of interest and value to students involved in the career orientation program.
2. Revising the course of study to meet the changing needs of students preparing for the world of work.

Provided by David R. Grim

3. Developing and conducting a good public relations program.
4. Evaluating the career orientation program. This should be done continuously in order to ascertain whether the program is providing the kind of information necessary for students of this age level.
5. Conducting community surveys.
6. Selecting equipment and instructional supplies for the program.

ORGANIZING THE ADVISORY COMMITTEE:

There are certain recommended procedures a teacher should follow in establishing an advisory committee for the career orientation program. The success or failure of an advisory committee will depend upon the ability and willingness of its members to contribute their services. It is imperative that they be willing to serve and also be the kind of individuals that can work effectively for the good of the educational program.

When establishing an advisory committee for the first time, it is important that certain procedures be developed which the teacher can follow in appointing and organizing a committee. Some problems are likely to be encountered in organizing a committee for the first time. Experience has shown that some procedures are better than others. Some recommended guidelines are as follows:

1. Secure school board approval. Before any attempt is made to organize and establish an advisory committee, the career orientation teacher should obtain the approval and support of his local school board. This board is responsible for the operation of its schools, and when any attempt is made to plan or establish an advisory committee, the board's approval should be obtained in advance. This approval should be obtained by going through the proper channels, specifically, the career orientation teacher to the principal, the principal to the superintendent, and the superintendent to the local school board. At times the superintendent may call on the career orientation teacher to explain the functions of such an advisory committee to the school board, so a teacher should be well versed in advisory committee procedures.

2. Select potential members for the advisory committee. Selecting committee members should be a cooperative effort between the school and the community. The high school principal and other career teachers should be consulted for advice and guidance before proceeding. An effort should be made to obtain the advice of persons from industry, merchant associations, civic organizations, religious groups, educational leaders, unions, governmental agencies, and others. Consideration should be given to the selection of the schools guidance counselor and a former career orientation student if available.

There are at least three essential qualifications that should be considered when selecting members for the advisory committee:

(1) Their experience should be successful, recent, first-hand and practical in the area in which they are to serve.

APPENDIX H (Cont.)

(2) They should be able and willing to provide the necessary time that will be required to perform their assigned tasks.

(3) They should be individuals of outstanding character.

Because of the nature of the career orientation program, members should be selected from as many occupational categories as deemed practical. Areas that should be considered include manual, mechanical, clerical, sales, service, professional, technical, and managerial.

3. Secure final approval of the school board. Regardless of the method used for selecting members of the advisory committee, the final approval must come from the school board. One way to accomplish this is to submit the names of twelve or fifteen potential members to the board requesting the approval of seven or nine members to actually serve on the advisory committee. The recommended number could vary according to the size of the community. Prior commitment as to willingness to serve on an advisory committee should be secured from the potential members before submitting their names to the school board.

4. Advise selected members of their appointment to the advisory committee and set the date, time, and place of the first organizational meeting. Upon approval by the board, a letter of appointment should be sent by the superintendent to the members advising them that they have been selected to serve on the advisory committee for the career orientation program and that their attendance is requested at a specified time and place for the organizational meeting.

5. Conduct the first organizational meeting. It is extremely important that this meeting be well organized and conducted. If the first meeting is properly conducted, the new members are well informed, and a degree of rapport is established, continued participation will probably be forthcoming. The following suggestions will assist the career orientation teacher in his preparations for the first meeting of the advisory committee:

(1) Be sure that each member has been informed of the date, time, and place of the meeting several days in advance. A personal phone call to each committee member on the day before the meeting would be beneficial as a reminder of the date, time, and place.

(2) Be sure that the school administrators are informed and invited to attend.

(3) Prepare the agenda of the program, keeping in mind that the main objective is the orientation of the members as to the duties and functions of the advisory committee and the nature of the career orientation program. A sample agenda for the first meeting is given in the next section.

(4) Start and adjourn on time.

(5) Consider the possibility of a dinner meeting or otherwise arrange for some light refreshments. It is suggested that all meetings be conducted on an informal basis with the aim of creating a friendly atmosphere.

(6) Selection of a chairman by the democratic process from the committee's ranks is one of the most acceptable methods used. This allows each member to become a possible candidate for chairman and affords each member a voice in the selection, consequently fostering a harmonious working relationship between the committee members and chairman.

(7) If at all possible, the career orientation teacher should not serve as chairman of the advisory committee because his primary purpose in being present is to seek advice from the committee members. He should serve as temporary chairman for the first organizational meeting until a chairman is selected from the committee members.

(8) A friendly phone call to each of the committee members on the day after the meeting to thank them for attending would be beneficial in maintaining good relations.

ADVISORY COMMITTEE OPERATION:

1. A suggested agenda for the first organizational meeting could include the following:

(1) Welcome participants.

(2) Reasons for organizing a career orientation advisory committee.

(3) Advisory committee functions.

(4) Objectives of the career orientation advisory committee.

(5) An overview of the career orientation program.

(6) Organizational structure to include:
  (a) selection of officers
  (b) selection of time
  (c) selection of date
  (d) length of meetings.

2. Duties of the chairman. The primary responsibility of the chairman is to preside at all committee meetings. Other duties that should be considered responsibilities of the chairman are:

(1) To work closely with the career orientation teacher at all times.

(2) To assist the career orientation teacher in preparing the meeting agenda.

APPENDIX H (Cont.)

(3) To appoint all subcommittees.

(4) To represent the advisory committee when it is deemed desirable or necessary.

(5) To call special committee meetings.

3. Duties of the career orientation teacher.

(1) To serve as secretary for the advisory committee.

(2) To keep his principal and superintendent informed of the results of each committee meeting.

(3) To put into practice, with the principal's and superintendent's consent, the advisory committee's suggestions believed necessary to improve the career orientation program.

(4) To notify members of the advisory committee of the date, time, and place for each meeting.

(5) To work with the chairman in preparing the agenda prior to each meeting.

(6) To provide a meeting place for the advisory committee.

(7) To establish lines of communication between the school and the advisory committee. It is suggested that all communications be written rather than verbal, thus lessening the possibility of misinterpretation.

4. Term of advisory committee membership. The term of membership should be determined prior to establishing a committee. It is suggested that the original appointments be for one year terms, than active members could be reappointed for rotating terms. This method would provide for staggered replacements so that the committee would always have both experienced and new members serving at the same time after its first year. When a member's term has expired he might be considered for an additional term if he had been a valuable contributor.

5. Number of meetings. The number of advisory committee meetings should be determined by the career orientation teacher prior to the selection of a committee. A system of regular meetings is favored over one of irregular meetings. This system provides committee members ample time to make arrangements to attend meetings. Regardless of the system adopted, consideration should be given to the wishes of committee members. Meetings should not be held unless there is business to be conducted.

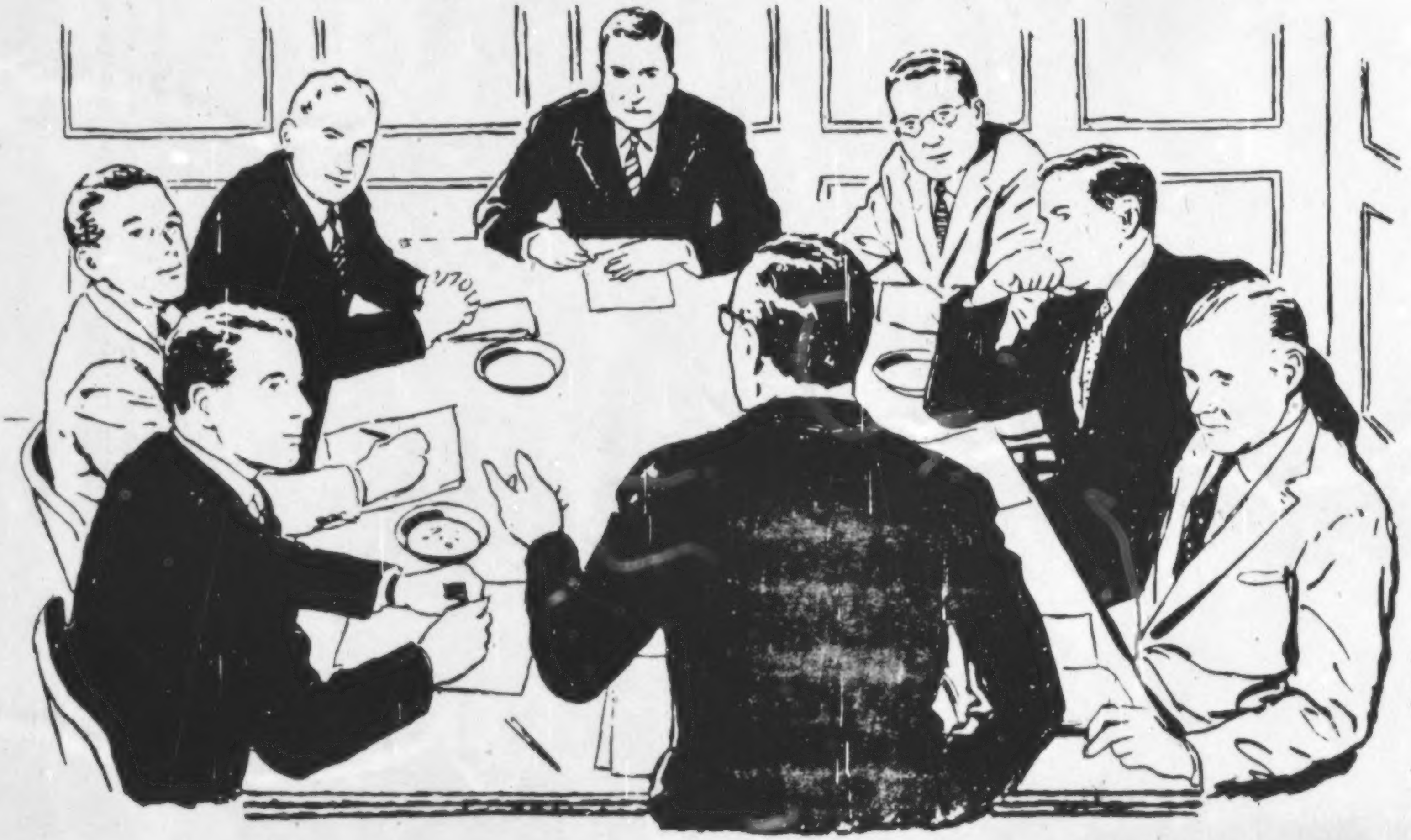
6. Letter or certificate of appreciation to former members of the advisory committee. When members have served their term on the advisory committee, they should be given a letter or certificate of appreciation. To give it status and make it official, the letter or certificate should come from the superintendent or chairman of the school board.

APPENDIX H (Cont.)

OBTAINING ADDITIONAL HELP:

If at any time additional help or information is needed in establishing a consulting or advisory committee, the career orientation state staff and University of Arkansas personnel who have had experience in this area should be consulted. Their services are available and should be used as needed.

PRIORITIES SHOULD BE DETERMINED BY AN ADVISORY COMMITTEE



APPENDIX I

GUIDE FOR COLLECTING OCCUPATIONAL INFORMATION

Instructions for Using the Guide: This guide is designed to record information and the source of it while exploring an occupation. In the last column the student will evaluate the information according to whether he or she was impressed favorably or unfavorable about the various characteristics of the occupation. Remarks may be written or a code may be used (such as "F" to indicate favorable or "UN.F" to indicate unfavorable).

I. CLASSIFICATION OF OCCUPATION:

A. Name of Cluster ____________________

B. Name of Specific Job ____________________

II. OCCUPATIONAL INFORMATION:

Kind of Information	Source of Information	Evaluation of Information
A. Job description: What does the worker do? (Duties and responsibilities: type of work) 1. 2. 3. 4. 5.		
B. Job requirements: What kind of training is needed to work in this occupation? 1. Education required: a. Skills needed: (1) (2) (3)		

Kind of Information	Source of Information	Evaluation of Information
2. Where would be the location of this occupation?		
a. Local____		
b. State____		
c. National____		
d. Abroad____		
3. What economic return could be expected from this occupation?		
a. Salary____		
b. Fringe benefits ____		
c. Other____		
4. What is the chance for advancement in this occupation?		
a. List different levels of rank____		
b. List factors that determine promotion ____		
5. Is there opportunity to work in related occupations? List related occupations____		
6. Is there opportunity to provide a service to people and the community?____		
a. Type of service to people____		
b. Type of service to community____		
C. What are the working conditions in this occupation?		
1. Hours worked____ When is pay received ____ Other____		
2. Describe the environment of the working conditions such as: outside____ inside____, cold____, hot____, wet____, dry____, other____		

APPENDIX I (Cont.)

Kind of Information	Source of Information	Evaluation of Information
3. Describe possible living conditions - such as live in city, country, a house trailer, a motel; recreational opportunities such as fishing, hunting, skiing, etc.; available medical care, churches, schools, etc. 4. Does this occupation present health hazards? List them, if any ____________		
D. What occupational experience have you obtained in this occupation? 1. Part-time work at the occupation a. How long have you worked?____________ b. What skills did you perform?____________		
E. SUMMARY: After you have thoroughly mastered the material referred to in the instructions, write a summary involving the decision-making process. 1. Decision point 2. Exploration 3. Evaluation 4. Choice 5. Clarification Indicate your favorable or unfavorable decision about each occupation. This information must be kept in your notebook for future reference.		

APPENDIX J

EVALUATION OF
TEACHER-PUPIL CLASS ACTIVITY IN RELATION TO
A SPECIFIC CLUSTER OF OCCUPATIONS

Teacher instructions: Evaluate the student's evaluation of the activity according to your judgement of the attitude displayed by the student while performing the activity.

Student instructions:

1. Circle the number which tells how you feel about each of the statements below.
2. Add up the numbers you circle. A high score is negative in relationship to the activities representing this cluster and a low score is positive.*
3. Name of cluster ______________________
4. Name of activity ______________________

	I agree	I agree more than disagree	I agree as often as I disagree	I disagree more than agree	I Disagree
1. The activities in studying occupations make schoolwork fun.	1	2	3	4	5
2. Being part of a group in an occupational activity is fun.	1	2	3	4	5
3. Building and making things in an occupational activity makes learning easier.	1	2	3	4	5
4. The teacher understands what I can do best in my activities.	1	2	3	4	5
5. I am proud of my achievements in this activity.	1	2	3	4	5
6. Participation in this activity helped me understand the related occupations.	1	2	3	4	5
7. The book learning needed to do this activity is more easy for me than hard.	1	2	3	4	5
8. Asking the teacher for help to do this activity was an easy thing to do.	1	2	3	4	5
9. The tasks assigned to me in this cluster study are interesting and enjoyable.	1	2	3	4	5
10. I had a part in choosing the type of activity for participation.	1	2	3	4	5

*Greatest positive score = 10
*Greatest negative score = 50